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ABSTRACT

In 1989, a province-wide survey was conducted to assess public opinion concerning adult education and the New Brunswick Community College System (NBCCS). A random sample of 800 respondents between the ages of 18 and 65 was surveyed regarding the quality of education, the quality of job-related education and training, experiences within the educational system, educational finance, and the accessibility, convenience, and demand for education. Major survey findings, based on a 54% response rate, included the following: (1) 80% of the respondents rated community colleges excellent to good, comparable to the 80% excellent to good rating of universities; (2) twice as many Francophones (21%) rated the quality of education at colleges and private academies as excellent, compared to 10% of the Anglophones; (3) 76% of the public gave NBCCS job-related education an excellent to good rating; (4) over 75% perceived graduates of the NBCCS to be satisfied with the quality of education they had received; (5) respondents were more familiar with the educational programs offered by high schools and the NBCCS than with those of universities and private academies; (6) 79% claimed to have had a very or somewhat positive experience with the New Brunswick educational system; (7) people who had positive educational experiences cited good selection of programs or courses or the competence of teachers as factors, while those who had negative experiences cited poor courses or programs, personal problems, or negative reactions to teachers; and (8) 82% of the respondents said too little money was allocated for education. Appendixes include a description of research methodology, the survey instrument, a list of programs surveyed by job clusters, and verbatim survey responses. (WJT)

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ED314138

RESEARCH PROPOSAL: PUBLIC ATTITUDES TOWARD ADULT EDUCATION IN NEW BRUNSWICK

by LINDA DYER

DEPARTMENT OF ADVANCED EDUCATION
AND TRAINING
FREDERICTON, CANADA

SC900071

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RESEARCH PROPOSAL
PUBLIC ATTITUDES TOWARDS ADULT EDUCATION IN NEW BRUNSWICK

PREPARED FOR:
THE DEPARTMENT OF ADVANCED EDUCATION AND TRAINING (DAET)

PREPARED BY:
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JUNE 16, 1989

CNB #89042

FOREWORD

Never before has the field of post secondary training been in such a state of flux. Practically every sphere that could affect the demand for training is undergoing change.

The changes are vast. Take demographics. For the first time in over twenty (20) years, the bulk of the population is now past the traditional college age. The labour force composition has also changed: almost all (95%) of the new labour force entrants in recent years have been women.

The economy is globalizing and turning high tech. This means more stringent job entry requirements for the labour force, as well as continual on the job retraining and upgrading. Finally, massive cutbacks in federal training purchase, mean that we must seek out a greater variety of paying clients.

The interplay between these variables can become intricate, at times difficult to fathom. How do they affect the way we deliver our services? That is an internal consideration. But how they affect the public's attitudes about their training needs is an external consideration.

This spring the local consultant firm, Baseline Market Research, Ltd was commissioned to probe public attitudes about post secondary education and training. Do New Brunswick adults see a need for training in their lives? What sort of training? And, are our Community Colleges seen as a credible source of that training? The results are both illuminating and encouraging.

Pamela Easterbrook-Nadeau
Planning Services

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1.0 INTRODUCTION

In March, 1989, at the request of the Department of Advanced Education and Training (DAET), Baseline Market Research designed a research proposal and subsequently implemented a province-wide survey of public opinion concerning DAET and the New Brunswick Community Colleges (N.B.C.C.'s).

This research project was designed to accomplish the following objectives:

1) Provide DAET with a base line assessment of the public's overall perceptions concerning the availability of advanced education through community colleges.

2) Provide an assessment of the level of interest and potential demand for the programs and services offered through N.B.C.C.'s.

3) Provide an assessment of the perceived levels of support for the community college concept and value of the services and programs offered through community colleges in New Brunswick.

4) Provide a profile of those within the overall sample who completed any community college programs, including their views on the usefulness of programs for employment opportunities.

5) Provide a demographic profile of those involved in a province-wide study and an analysis of any differences in opinion within subgroups.

During the discussions which led up to the design of the research instrument, the scope of the study was expanded somewhat to include an exploration of the overall attitudes of the public towards education in New Brunswick. However, because of the recent survey of graduates of the N.B.C.C.'s, the decision was made not to develop a profile of students from this research effort.

This study was not designed to be an evaluation of the community colleges in New Brunswick; rather, it was designed to provide the type of information needed in order to market the programs and concepts more effectively. It was also intended that the information collected through this research would be useful for those planning the longer-term direction for community colleges in New Brunswick.

This report presents a detailed summary of the project and the range of information collected. It first presents an overview of the research approach used in collecting this information (supplemented by Appendix A which provides more detail on the methodology). This is followed by a presentation of the research findings.

Direct comments from respondents are used when appropriate. Samples of responses to the open-ended questions are contained in Appendix C. Any differences within subgroups are discussed in the Research Findings. This report concludes with a summary of the information and recommendations for future consideration.

2.0 RESEARCH APPROACH

To achieve the objectives of the study, Baseline conducted a province-wide survey of 800 respondents between the ages of 18 and 65. The decision to limit potential respondents to this age group was made because of the need to reach those who had a higher probability of being involved with community colleges.

Respondents were contacted using a proportionally allocated random sampling procedure. A complete profile of the respondents is included in Appendix A. Based on a sample of 800 people, estimates can generally be considered to be accurate $\pm$ 5%, nineteen out of twenty times.

Interviews were conducted between April 2nd and 17th, 1989 in the official language chosen by the respondent.

The questionnaire for this research effort was designed by Baseline staff. Copies in both official languages are included in Appendix B.

Baseline proposed a province-wide telephone survey because of the need to reach a large number of households, cost factors and time limits.

The overall response rate for this survey - representing the ratio between the number who agreed to participate and the number who refused to participate was 54%.

Based on the information in Appendix A, the statement can be made that the sample respondents provide an accurate representation of the population of New Brunswick.

The following section details the research findings.

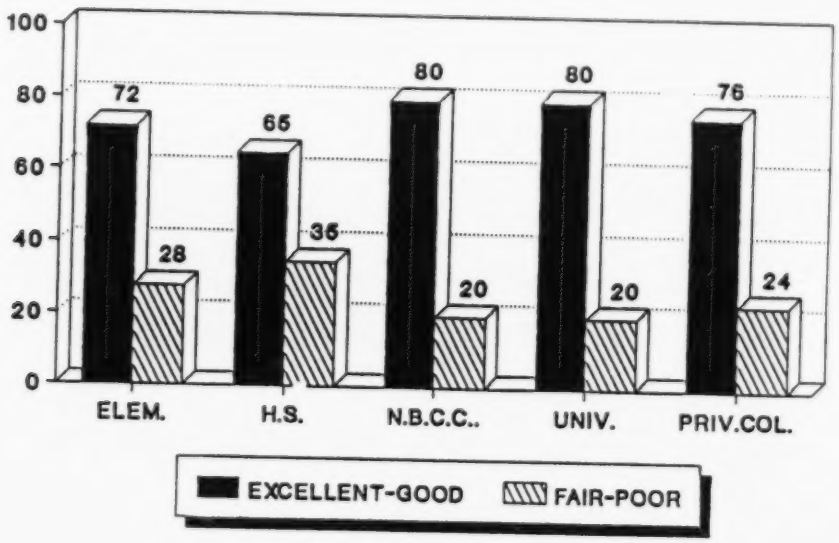
3.0 RESEARCH FINDINGS

3.1 ATTITUDES CONCERNING EDUCATION

One point was quite clear from the information collected from a province-wide survey of 800 adults: New Brunswickers have a positive attitude toward education and they appreciate the quality of the education provided. Table 1 demonstrates the opinions expressed when people were asked to rate the overall quality of education or training offered through elementary and high schools, universities, private colleges or academies and community colleges in New Brunswick.

TABLE 1

PERCEIVED QUALITY OF EDUCATION AT VARIOUS LEVELS



As with each question, in the process of analysis, the data were reviewed in terms of age, geographic area, language group and other variables to determine if any important or statistically significant subgroup differences emerged. In terms of the overall quality of education, the only significant difference observed was that Francophones (people who claim French as their mother tongue) have a higher opinion of private colleges and academies than Anglophones. For example, twice as many Francophones (21%) rated the quality of education at colleges and academies as excellent compared to Anglophones (10%) This may suggest that these schools have a stronger role in one community than another.

To develop a broader perspective on the views of education, all respondents were asked to rate the quality of job-related education and training provided through different educational institutions in New Brunswick. Table 2 provides an overview of the ratings received.

TABLE 2

QUALITY OF JOB-RELATED EDUCATION AT VARIOUS LEVELS

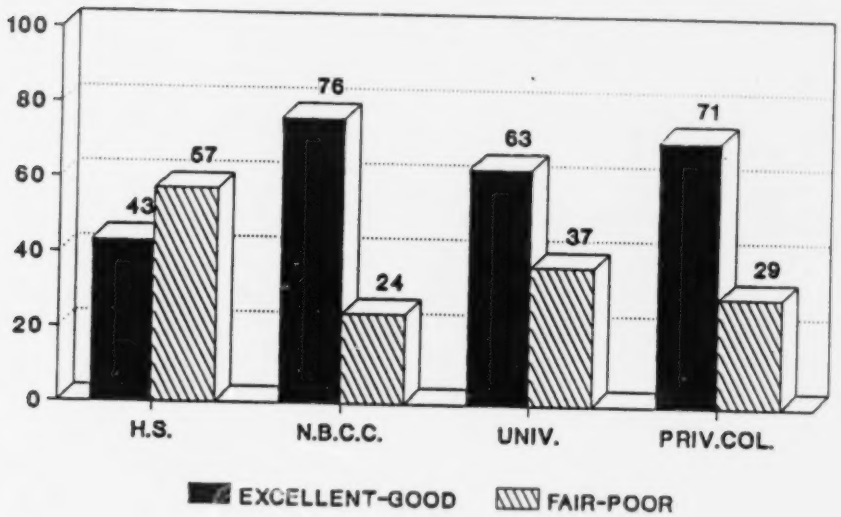


Table 2 provides evidence of the way in which people view the different educational institutions. As is demonstrated elsewhere in this report, the public sees a strong link between the community colleges in New Brunswick and job-related training and education. The public also sees that same link between job-related training and the private colleges or academies. The public gives N.B.C.C's a high rating in terms of the quality of job-related education provided.

In the analysis of the information collected, regional differences were observed. Table 2A shows the different level of ratings of the quality of job-related education or training offered through local high schools.

TABLE 2A
RATING OF QUALITY OF JOB-RELATED EDUCATION
WITHIN HIGH SCHOOLS BY REGION

REGION	RATING (%)	
	EXCELLENT GOOD	ONLY FAIR POOR
BATHURST	55	45
CAMPBELLTON	61	39
CHATHAM	50	50
EDMUNDSTON	49	51
FREDERICTON	47	53
MONCTON	35	65
SAINT JOHN	40	60
ST.STEPHEN	24	75
WOODSTOCK	32	68

The information in Table 2A suggests that people see a stronger need for improvement in the quality of job-related high school education available in the areas around St. Stephen, Woodstock and Moncton. People in those areas did not differ from other areas in their ratings of the job-related education offered through other institutions.

Francophones and Anglophones differed significantly on rating the quality of job-related education available through high schools as demonstrated in Table 2B.

TABLE 2B
RATING OF QUALITY OF JOB-RELATED EDUCATION
WITHIN HIGH SCHOOLS AND UNIVERSITIES
BY MOTHER TONGUE

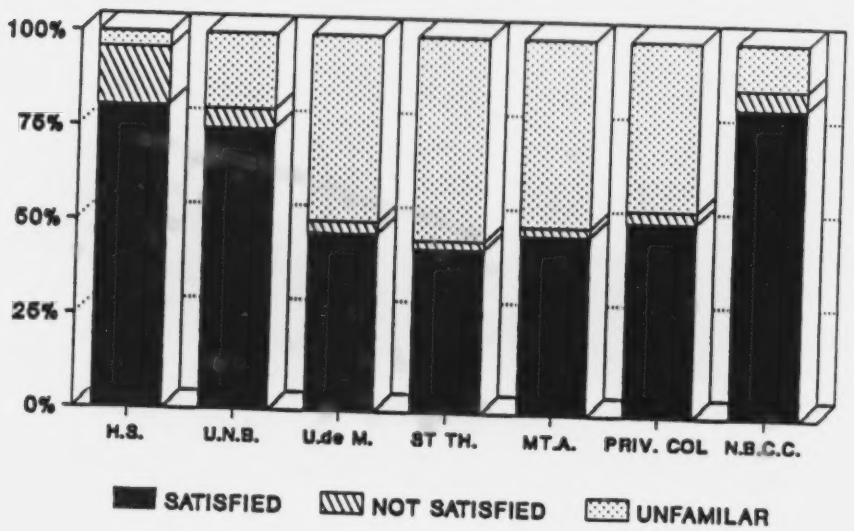
MOTHER TONGUE	RATING (%) EXCELLENT GOOD	ONLY FAIR POOR
HIGH SCHOOLS		
ENGLISH	37	63
FRENCH	54	46
UNIVERSITIES		
ENGLISH	59	41
FRENCH	70	30

Francophones rate the job-related education available through both high schools and universities more positively than Anglophones.

Because people talk about their educational experiences, respondents were also asked how satisfied they thought graduates of the various institutions were with the quality of education they received. The information drawn from respondents is summarized in Table 3.

TABLE 3

SATISFACTION OF GRADUATES WITH VARIOUS INSTITUTIONS

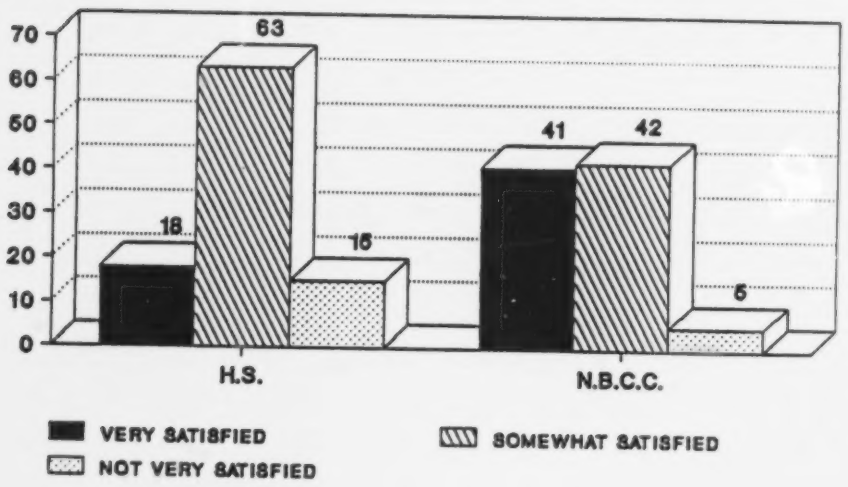


The data suggest that the University of Moncton, Saint Thomas University, Mount Allison and private colleges and academies are far less known than the other institutions, not that the overall level of satisfaction is necessarily lower.

Table 3A compares the perceptions people have about the levels of satisfaction of graduates of high schools and community colleges.

TABLE 3A

SATISFACTION OF GRADUATES
H.S. - N.B.C.C. COMPARISONS



There were some statistically significant differences observed during the analysis. For example, the two language groups view the level of satisfaction in a somewhat different way as evidenced in Table 3B.

TABLE 3B
SATISFACTION OF GRADUATES
WITH COMMUNITY COLLEGES
BY MOTHER TONGUE

	ENGLISH	FRENCH
	(%)	
VERY SATISFIED	42	58
SOMEWHAT SATISFIED	52	39
NOT VERY SATISFIED	6	3
	100	100

There were also differences observed within the different areas of the province as demonstrated in Table 3C.

TABLE 3C
SATISFACTION OF GRADUATES
WITH COMMUNITY COLLEGES
BY REGION

REGION	PERCEIVED LEVEL OF SATISFACTION		
	VERY SATISFIED	SOMEWHAT SATISFIED	NOT VERY SATISFIED
BATHURST	52	44	4
CAMPBELLTON	73	23	3
CHATHAM	43	54	3
EDMUNDSTON	62	30	8
FREDERICTON	35	54	11
MONCTON	52	45	3
SAINT JOHN	39	55	6
ST.STEPHEN	52	44	4
WOODSTOCK	32	63	5

The information in Table 3C suggests that people in the Fredericton area are more likely to think that

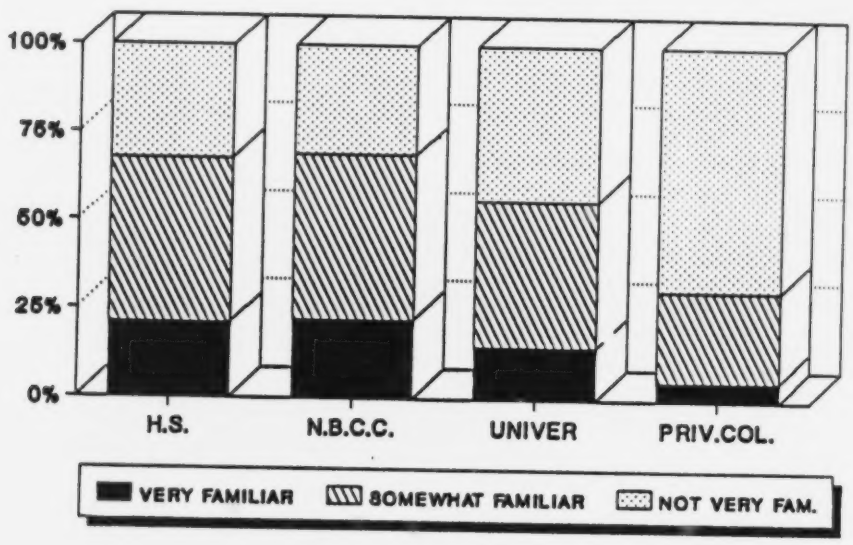
graduates of community colleges are not very satisfied with their community college education. Conversely, people in the Edmundston and Campbellton areas perceive the highest level of graduate satisfaction.

Other than these differences, there were no patterns observed within the subgroups related to perceptions of graduate satisfaction.

As Table 4 demonstrates, people in New Brunswick claim to be more familiar with the educational programs offered through high schools and community colleges than with universities or private academies.

TABLE 4

FAMILIARITY WITH DIFFERENT EDUCATIONAL PROGRAMS



As one might expect, the level of familiarity with these program decreases as the age of the respondent increases.

To attempt to understand the basis for these perceptions, each respondent was asked to rate their experiences with the educational system. As can be seen in the figure below, most people in New Brunswick claim to have had a positive experience with the educational system.

FIGURE 1

EXPERIENCES WITH EDUCATIONAL SYSTEM

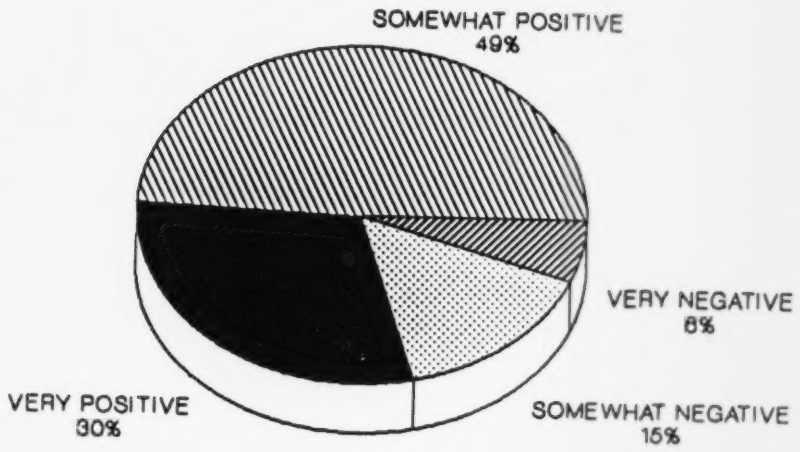
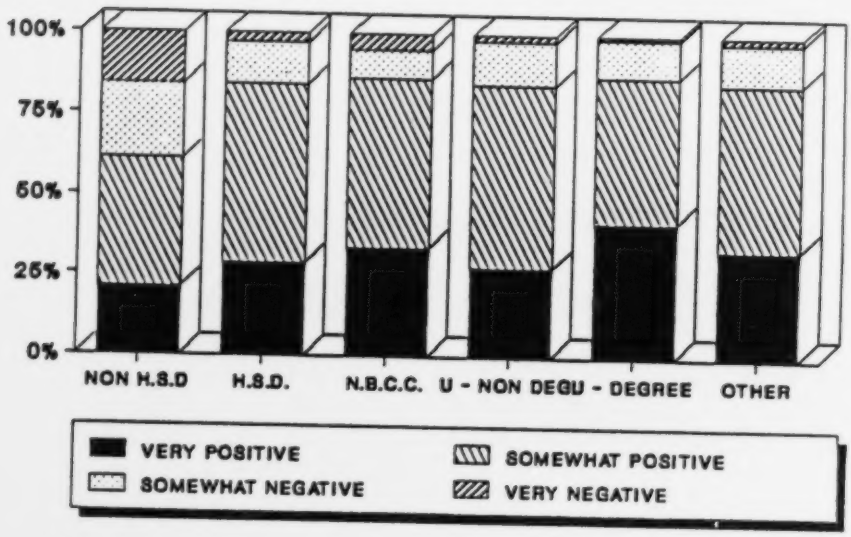


Table 5A shows that there is a relationship between the level of education completed and the overall rating of respondents' educational experiences.

TABLE 5A

RATING OF EDUCATIONAL EXPERIENCE
BY LEVEL OF EDUCATION COMPLETED



SIGNIFICANCE LEVEL .0000

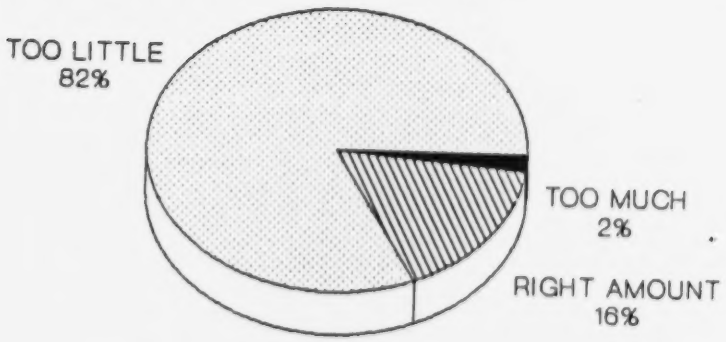
The information in Table 5A suggests that those who have the lowest overall level of education also have the highest level of negative ratings for their educational experiences.

Some of the positive and negative comments describing respondents' educational experiences are included in Appendix C. Basically, people who had positive educational experiences cited good selection of programs or courses (19%) or the competence of the teachers (16%). Those who had a negative experience cited poor courses or programs (16%), personal problems (9%) such as learning problems or difficulty in getting along with teachers or other students, or negative reactions to teachers (8%).

As a final point in assessing the public's overall reaction to education in New Brunswick, all respondents were asked what they thought about the amount of money allocated for education - was it too much, too little or just about the right amount of money currently being allocated. The following figure summarizes the opinions expressed.

FIGURE 2

AMOUNT OF MONEY CURRENTLY AVAILABLE FOR EDUCATION



In general, one can observe that New Brunswickers have a positive attitude about the quality of education available and positive memories of the education they received. One can also observe that people have a perception of N.B.C.C's as job-oriented, providing quality education and satisfied graduates. The following sections provide more detailed information on the public's perceptions of community colleges.

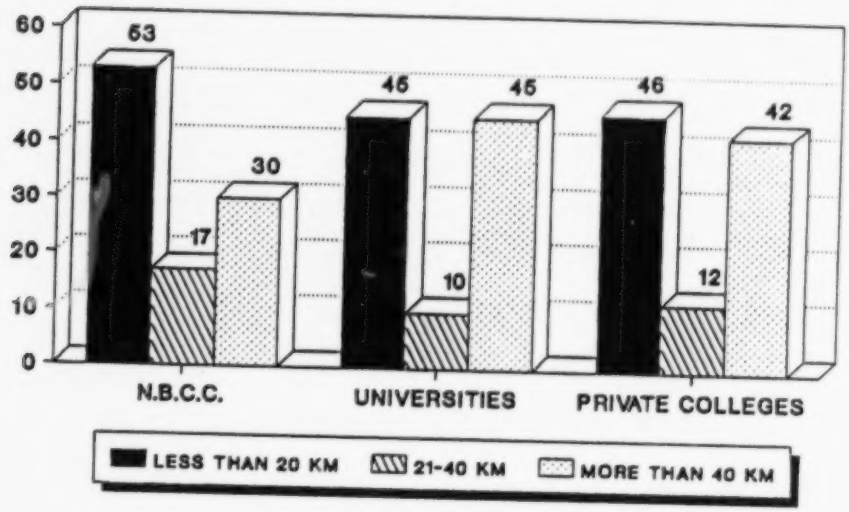
3.2 VIEWS ON ACCESSIBILITY, CONVENIENCE AND COMFORT OF EDUCATIONAL INSTITUTIONS

Because an important part of this study involved the development of information which would be used for planning by DAET, it was important to provide a detailed assessment of how community colleges are seen by New Brunswickers. To that end, each respondent was asked about the proximity, convenience and comfort associated with various institutions.

Table 6 demonstrates the perceived proximity of different institutions to New Brunswickers.

TABLE 6

DISTANCE TO VARIOUS EDUCATIONAL INSTITUTIONS



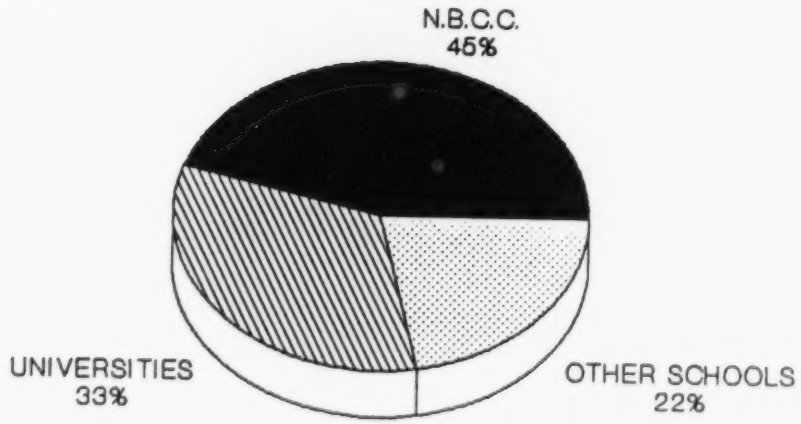
Consistent with their proximity to the population, most people (60%) see community colleges as the most convenient institutions for advanced education or training.

In general, the population also sees community colleges as "comfortable" places at which to continue their education or training - more

comfortable than universities or private colleges or academies. This is demonstrated in the following figure.

FIGURE 3

MOST COMFORTABLE INSTITUTION
FOR CONTINUING EDUCATION



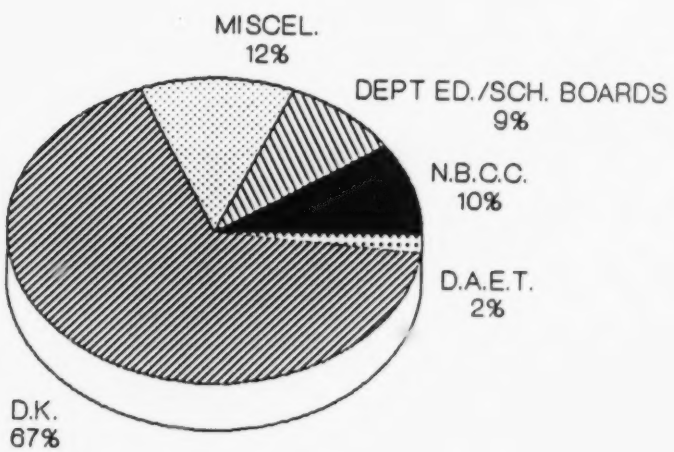
This information suggests that the community colleges provide an acceptable educational environment for New Brunswickers.

3.3 RECOGNITION OF DAET

Through information presented in other sections of this report, one can see that N.B.C.C.'s have a high level of recognition as institutions. However, that recognition does not necessarily carry over to DAET or some of the programs delivered within communities. For example, when respondents were asked who they thought sponsored adult education courses such as computer training, office practices or language training offered through local high schools, most people indicated that they did not know the sponsor - as demonstrated in the following figure.

FIGURE 4

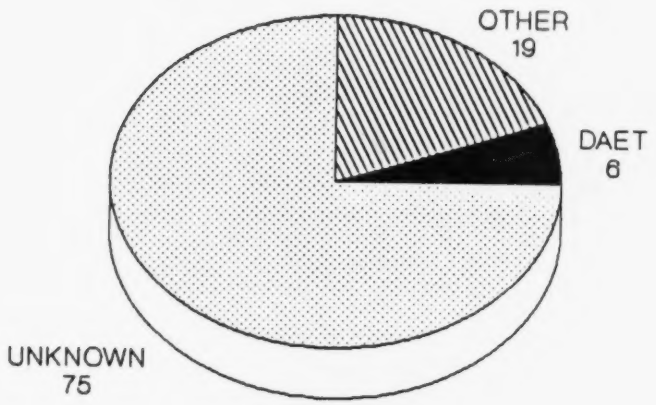
PERCEIVED SPONSORS OF
ADULT EDUCATION IN LOCAL H.S.



To determine if a link is present between the community colleges and DAET, respondents were asked to identify the government department responsible for community colleges. Responses received are summarized in the following figure.

FIGURE 5

GOVERNMENT DEPARTMENT SEEN AS RESPONSIBLE FOR N.B.C.C.



When asked to identify the Minister responsible for the community colleges in this province, 88% were unable to correctly cite the name of the Minister.

The community colleges in this province do have a significant reach in terms of their impact on the overall population. For example, 16% of the adult population in this province claim to have at least attended, if not completed, a program at a community college. When they were asked if anyone in their household had attended a community college - twenty-eight percent (28%) claimed that someone else had attended a community.

Based on this preliminary assessment of the level of awareness of DAET, it is readily apparent that DAET has not maximized the potential increase in public awareness available through association with N.B.C.C.'s. If DAET wants to have greater visibility, it has to establish a clear link between itself and the community colleges.

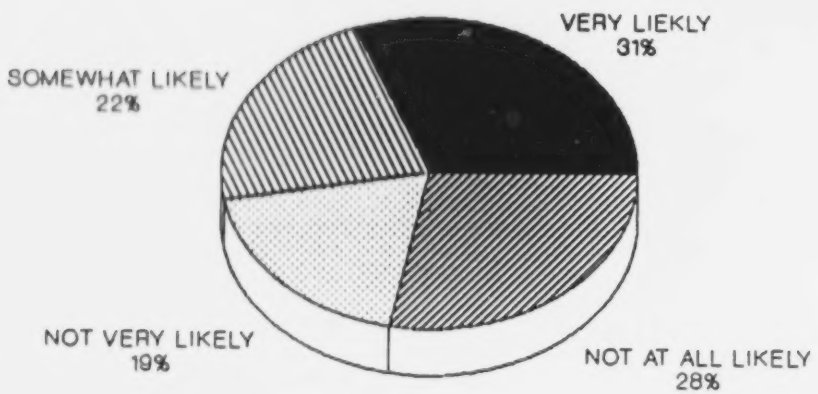
3.4 DEMAND FOR ADVANCED EDUCATION 1989-1994

One of the primary objectives of this research was to collect information concerning the future demand for advanced education programs in New Brunswick. To begin the process of demand estimation, each respondent was asked about the likelihood of their

return to or continuation of a program of advanced education or training over the next five years. The following figure summarizes the expectations of adults in New Brunswick.

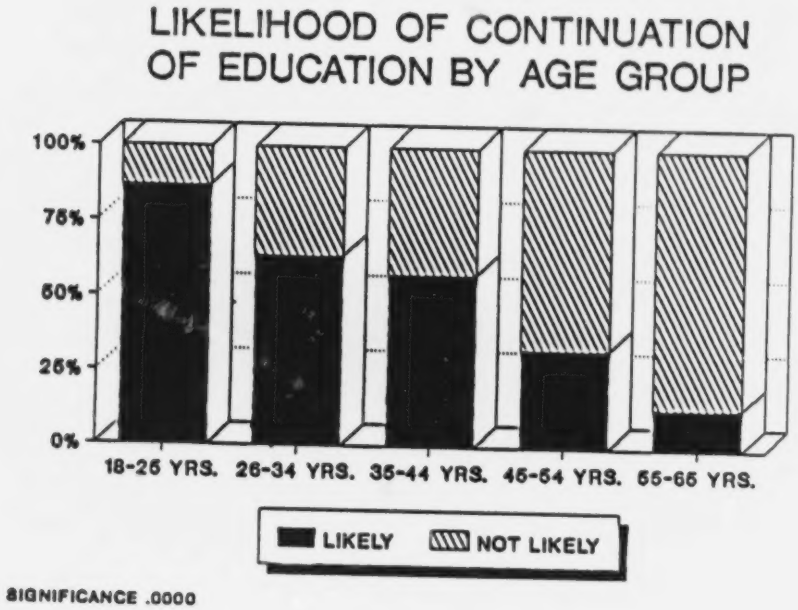
FIGURE 6

LIKELIHOOD OF CONTINUATION
OF EDUCATION IN NEXT 5 YEARS



There is, as one might expect, a relationship between the likelihood of future education or training and the age of the respondent, suggesting that the likelihood of continuation decreases with age. This is demonstrated in Table 6.

TABLE 7

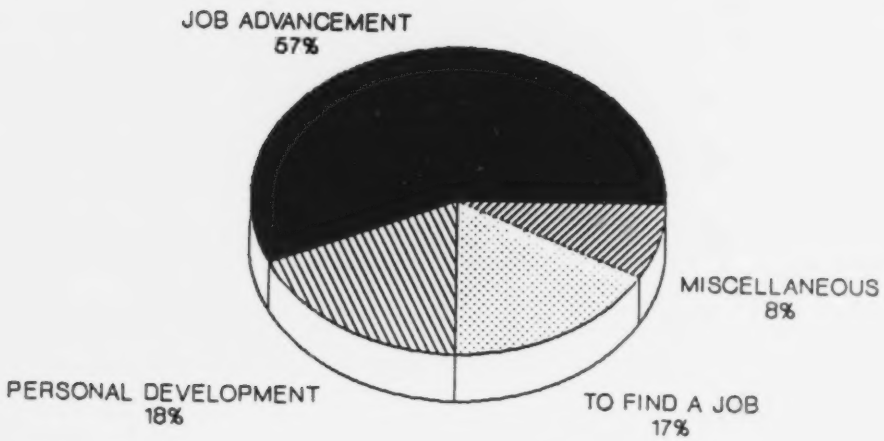


The differences in age are also related to the motivations that contribute to a person's decision to continue education or training. For example, the following chart summarizes the responses received when people were asked what would motivate them to continue with their education or training.

As one can see, job-related factors serve as a motivator for approximately 74% of adults. As one ages, there is a clear shift in interest. For example, as one ages, there is a higher likelihood that general interest courses begin to play a larger role as a motivator for advanced education. This relationship is demonstrated in Figure 7.

FIGURE 7

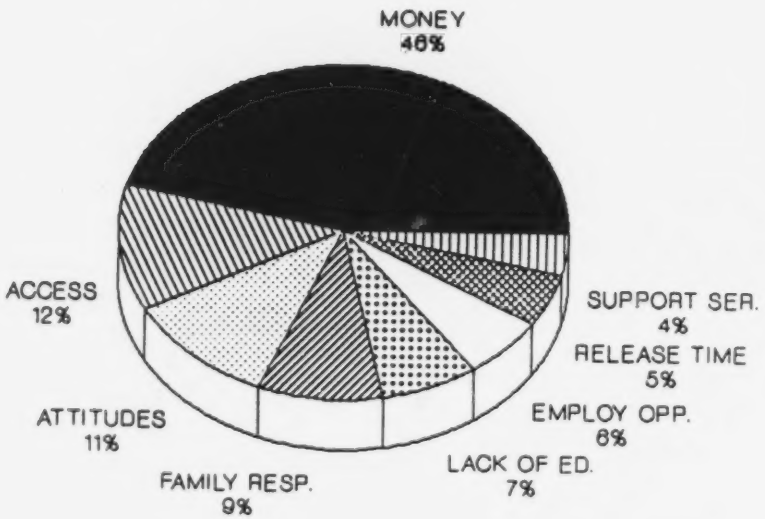
MOTIVATIONS TO CONTINUE
WITH ADULT EDUCATION



Each respondent was also asked what they thought were the primary problems facing adults in New Brunswick who might want to continue their education or training. The responses received are summarized in the following figure.

FIGURE 8

INHIBITORS TO CONTINUATION OF EDUCATION FOR ADULTS



As one might expect, people see the lack of money as one of the primary problems faced by adults considering a return to education or training. A

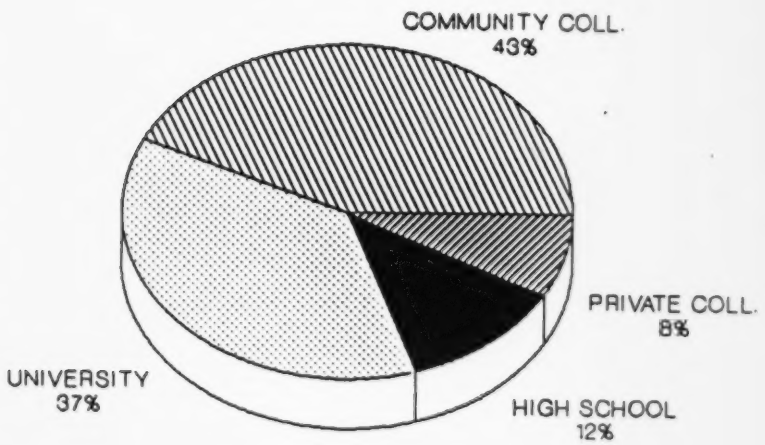
review of the verbatim responses included in Appendix C shows that people are also concerned that a return to education or training does not necessarily ensure better employment opportunities or advancement. Most of the problems appear to be based on the assumption that continuation of education or training requires a full time program.

Few people noted a lack of educational background or the need for particular support services as a major problem or inhibitor to continuation of education or training. However, twenty-five percent of the sample did indicate that they would need child care services if they were to consider further education or training. These people are those in the child rearing years - most often between 25 and 34 years. Approximately 30% of the overall population also suggested that they might need assistance with moving or relocation in order to continue their education. Those least likely to indicate a need for assistance in moving were from Moncton and Edmundston - suggesting that the desired programs were available in their area.

To add to the information on future demand, each respondent was asked to indicate the institution at which they would be most likely to continue with their education or training. The following figure indicates the preferences given:

FIGURE 9

WHERE TO CONTINUE
ADULT EDUCATION



As one can observe, community colleges seem to have a very significant appeal to the overall population - somewhat higher than the universities.

The views of the type of institution at which to continue with education or training does vary on a province-wide basis. People in Woodstock, Campbellton and Chatham have the strongest identification with a community college as a place for advanced education. In the Fredericton, Moncton and Saint John areas, the universities and community colleges are both seen as possible choices at which to continue with education or training.

There are variances in the reasons cited for wanting to continue at different institutions. For example, people want to continue their education or training....

at a community college because...

- they have a good reputation (34%)
- they offer job preparation/training (27%)
- they are accessible/convenient (28%)

at a university because....

- they offer the specific courses needed (40%)
- they offer a higher quality education (27%)
- they offer the needed university degree (19%)

at a private school or academy because....

they offer more individual attention (47%)

they offer work-related courses (21%)

they are convenient (17%).

It is apparent from the responses given, that people see distinctive roles for the different institutions. Those who select a community college, see it as a convenient place for job-related education. Those who would continue or return to a university, seem to be interested in doing so because of a need for specific courses - courses to complete a degree program or courses related to an advanced degree.

Regardless of the differences, there is also a consistency that has been demonstrated elsewhere in this report: in 1989, job related factors and interests are primary considerations, regardless of the institution chosen.

Among those who indicated a preference to continue their education at a community college, 27% chose Moncton, 22% chose Saint John, 12% mentioned Bathurst, 11% mentioned Woodstock, 8% mentioned

Mirimachi and 8% mentioned Edmundston, Campbellton and Saint Andrews were each mentioned by 5% of respondents and 3% mentioned Dieppe.

An important part of planning for community colleges rests on the ability to anticipate future demand for courses. Therefore, each respondent who indicated that they were somewhat or very likely to continue with some type of advanced education program within the next five years was asked to indicate the type of courses they would be likely to study. This information is summarized in Table 8.

TABLE 8
INDICATION OF STUDY OPTIONS
FOR ADVANCED EDUCATION : 1989 - 1994

FIELD OF STUDY	PERCENT INDICATING INTEREST
BUSINESS OR MANAGEMENT	18
COMPUTER TRAINING	16
TRADES SPECIFIC TRAINING	16
UPGRADING - G.E.D.	6
LANGUAGE TRAINING	5
EDUCATION - UNIVERSITY LEVEL	5
NURSING/HEALTH RELATED	5
COUNSELLING/SOCIAL WORK	5
SECRETARIAL TRAINING	4
HAIRDRESSING	4
SCIENCE/ENGINEERING	3
SCIENCE/FORESTRY	3
UNDERGRADUATE ARTS	3
GRADUATE SCHOOL	3
UNDERGRADUATE SCIENCE	2
EDUCATION - AT N.B.C.C.	2
	100%

There was no evidence that the demand for courses varied significantly in different areas of the province. Also, other than the differences associated with age, there did not appear to be other variances within different subgroups.

Along with information about the types of courses of interest, respondents were asked about other aspects involved in planning for the future. When asked if they would prefer to attend school on a full or part time basis, approximately 70% indicated a preference for part-time study. Related to this, 43% of respondents indicated that they would continue to work on a full-time basis if they were to return to school and 36% indicated that the would continue to work, but on a part-time basis.

The desire for daytime or evening classes was closely divided: 49% preferred daytime classes and 51% preferred evening classes. Those under the age of 25 are more likely to prefer daytime classes while those in other groups are about equally divided.

People continue to indicate a preference for the semester approach (66%) more than for a short, intensive course format (34%). People under 25 have the strongest preference for the semester system (80% prefer a semester format).

Through the analysis of the information collected, the research attempted to develop a profile of those who indicated that they would be somewhat or very likely to continue their education in order to differentiate them from those unlikely to continue with advanced education or training. Based on that analysis, the following observations can be made:

> There is a relationship between the level of interest indicated and the place at which people would continue. Sixty-four percent of those who said that they would continue their education at a high school if they were to go on with school, also said that they were not very likely to take any courses or training in the next five years. On the other hand, 47% of those who said they would be likely to continue their education at a community college also indicated that they would not be likely to continue in the next five years. Conversely, approximately 66% of those who indicated that they'd continue through a university also said they would be very or somewhat likely to return to school.

Those who indicated an interest in job-related courses were more likely (57%) to consider attending courses or training programs than were those indicating an interest in general knowledge (43%).

The higher the overall level of education previously completed, the greater the interest in continuation of education. Those without a high school diploma expressed the lowest level of interest in continued education or training.

Anglophones and Francophones were equally likely to express an interest in advanced education.

Males and females did not differ significantly in their level of interest in additional education or training.

4.0 SUMMARY OF RESEARCH FINDINGS

The information presented in this report clearly indicates that community college are positively perceived by people in this province. They are seen as one of the primary sources for job-related training and education which produce graduates who are satisfied with the quality of education they receive.

The information in this study also suggests that New Brunswickers have a high regard for the quality of

education available in New Brunswick and most of them have positive reflections of their experiences with the educational system.

The DAET has not established a clear identity with New Brunswickers - not as strong as the community colleges. If DAET wants to enhance its market position, it certainly has, through the community colleges, the basis on which to build a strong and positive image.

For at least the next five years there will be a continuing interest in job-related education. However, as the population ages, there will be a shift to a greater interest in education for the sake of general knowledge. As people age and have more leisure time, there will be a need for DAET to consider different programming approaches to meet the needs of potential clients.

Material collected through this report has provided DAET with the information needed to measure its current position in the marketplace and a base line against which to measure future progress.

APPENDIX A

RESEARCH METHODOLOGY

To achieve the objectives of the study, Baseline conducted a province-wide survey of 800 respondents between the ages of 18 and 65.

To recruit respondents for this study, Baseline contacted a total of 1693 households throughout the province. The following statistics summarize these calls:

803	interviews were completed.
202	people were disqualified on the basis of age.
688	people refused to participate.
1693	

Fifty-four percent of the people contacted who were eligible for the study agreed to participate.

The 1693 households were selected using a proportionally allocated random sampling procedure involving a two stage selection process. Initially, telephone numbers were selected using the telephone directory and randomly generated numbers. These numbers were then used to contact individual households. Within each household, a second stage

selection procedure was used to ensure selection of people of all age groups and an accurate sex distribution.

Any research effort should compare the demographic characteristics of a sample with that of the actual population to determine similarities and variances. This allows one to determine the market segments which exist and to understand the specific differences between potential customer groups and the overall population.

The following material provides a description of the respondents who participated in the province-wide telephone survey and a comparison of these respondents with the demographic characteristics of all New Brunswickers.

TABLE A1
GEOGRAPHIC DISTRIBUTION

Geographical Area	Sample	Population
Bathurst	11%	11%
Campbellton	6%	5%
Chatham	6%	6%
Edmundston	8%	8%
Fredericton	16%	16%
Moncton	23%	24%
Saint John	19%	21%
St. Stephen	4%	4%
Woodstock	7%	5%
	100%	100%

The proportion of the population represented in each area is based on NB Tel information on the number of residential telephones within each of the nine telephone books for the province. The names used for the different areas are the names designated for the appropriate telephone directories. Within each directory, every telephone exchange has an equal probability of selection, yielding a proportional sampling of rural and urban areas.

The following summarizes the linguistic breakdown of the survey respondents and the actual population:

TABLE A2
LINGUISTIC BREAKDOWN

Mother Tongue	Sample	Population
English	67%	65%
French	30%	33%
Other	3%	2%
	100%	100%

This information confirms the representativeness of the sample to the overall population of New Brunswick.

The following table compares the survey respondents and the overall population of New Brunswick in terms of education levels:

TABLE A3
EDUCATION LEVEL COMPARISONS

Highest Level of Education	Sample	Population
No High School Diploma	28%	55%
High School Diploma	27%	13%
Vocational or Other Non-University	25%	19%
Some University	7%	8%
University Degree(s)	13%	5%
	100%	100%

Respondents in this study have a somewhat higher level of education than the general population. This is due to the exclusion of people younger then 18 and older than 65 from the sample.

The sample respondents can also be compared to the overall population on the basis of age, sex, income, education level, employment status and occupation.

TABLE A4
AGE AND SEX
COMPARISONS

VARIABLE	SAMPLE	POPULATION
AGE		
18-25	12%	5%
25-34	30%	15%
35-44	30%	28%
45-64	12%	23%
66-65	15%	15%
	100%	100%
SEX		
MALES	63%	50%
FEMALES	47%	50%
	100%	100%

TABLE A5
INCOME COMPARISONS

INCOME	SAMPLE	POPULATION
LESS THAN $20,000	31%	40%
$20,000-$30,000	24%	20%
$30,000-$40,000	20%	17%
$40,000+	25%	23%
	100%	100%

TABLE A6
EMPLOYMENT STATUS

EMPLOYMENT STATUS	SAMPLE	POPULATION
In Labour Force	73%	61%
Employed	84%	83%
Unemployed	16%	17%

TABLE A7
OCCUPATION COMPARISONS

OCCUPATION GROUPING	SAMPLE	POPULATION
Managerial	9%	9%
Social Scien/Religion	6%	6%
Teaching	7%	4%
Medicine/Health	6%	5%
Clerical	17%	16%
Sales	4%	8%
Service	18%	15%
Primary	7%	7%
Processing	4%	6%
Fabrication	7%	7%
Construction	8%	8%
Transport	6%	4%
Material Handling	1%	5%
	100%	100%

The information presented above demonstrates the overall comparability of the survey sample with Statistics Canada information regarding the New Brunswick population.

APPENDIX B

Before I begin this survey, I want to let you know that all your answers are confidential - I don't know your name and I won't ask for it. However, because it's important that we collect accurate information to reflect the opinions of all New Brunswickers, I hope that you will take the time to think about each question and answer each one as honestly as possible - if you don't want to answer a question - just say so and I'll move on to the next one.

I want to begin by getting your overall opinions about education and training in this province...

RESP NO. (1-4) ___ ___ ___ ___

TEL EXH (5-7) ___ ___ ___

LANGUAGE OF THE INTERVIEW
ENGLISH (8).....1

FRENCH.....2

Q.1 In general, (REPEAT POINT)do you think that the overall quality of education or training offered through (READ EACH TYPE) is excellent....good...only fair... or poor?

		EX'LENT	GOOD	ONLY FAIR	POOR	D.K.	REF/ N.A.
A.	local elementary schools in your area? (9)	1	2	3	4	7	9
B.	local high schools in your area (10)	1	2	3	4	7	9
C.	universities in New Brunswick? (11)	1	2	3	4	7	9
D.	community colleges in this province (12)	1	2	3	4	7	9
E.	private colleges - business schools and academies (13)	1	2	3	4	7	9

Q.2 Is the overall quality of job-related education or training offered through (READ EACH TYPE) excellent....good...only fair... or poor?

		EXCELLENT	GOOD	ONLY FAIR	POOR	D.K.	REF/N.A.
A.	local high schools in your area (14)	1	2	3	4	7	9
B.	universities in New Brunswick? (15)	1	2	3	4	7	9
C.	community colleges in this province (16)	1	2	3	4	7	9
D.	private colleges - business schools and academies? (17)	1	2	3	4	7	9

Q.3 Based on what you may have heard from friends, family members or recent graduates...generally, speaking, (REPEAT POINT)are the people who complete their programs at (the) (READ EACH TYPE), very satisfied,.somewhat satisfied..or not very satisfied with the education or training they've received?

		VERY SAT.	SOME. SAT.	NOT SAT.	D.K.	REF/N.A.
A	local high schools (18)	1	2	3	7	9
B.	University of New Brunswick? (19)	1	2	3	7	9
C.	University of Moncton (20)	1	2	3	7	9
D.	Saint Thomas University (21)	1	2	3	7	9
E.	Mt. Allison University (22)	1	2	3	7	9
F.	New Brunswick Community Colleges (23)	1	2	3	7	9
G.	private colleges - business schools and academies? (24)	1	2	3	7	9

Q.4 How familiar are you with the programs and courses offered at the (READ EACH TYPE), very familiar...somewhat familiar...or not very familiar?

		VERY FAM.	SOME. FAM.	NOT FAM	D.K.	REF/ N.A.
A	high schools in your area (25)	1	2	3	7	9
B.	universities in New Brunswick (26)	1	2	3	7	9
C.	community colleges in this province (27)	1	2	3	7	9
D.	private colleges - academies? (28)	1	2	3	7	9

Q.5 Knowing what you know to day, if you wanted to continue or upgrade your education or training...would you be more likely to... take adult education or training courses through your local high school, attend a community college, go to one of the universities or go to a private business school or academy?

LOCAL HIGH SCHOOL.....(29)....1

COMMUNITY COLLEGE.....2

UNIVERSITY.....3

PRIVATE SCHOOL/ACADEMY.....4

NONE OF THEM - OR CAN'T IMAGINE CONTINUING.....5--

DO NOT KNOW.....7 SKIP TO

REFUSED/N.A.....8-- Q.6

Q.5A If you were to continue with your education or training, what makes you more likely to think about attending a (READ RESPONSE TO Q.5 -PROBE FOR GOOD DETAIL)?

_____

_____

_____(30-31)___ ___

D.K.....97

REF/N.A.....98

NOT APPROPRIATE.....00

Q.6 If you were to continue your education or training, would you be more likely to take courses for your general interest or take job-related courses?

GENERAL INTEREST COURSES.....(32).....1
JOB-RELATED.....2
OTHER(SPECIFY_____
_____.....3
D.K.....7
REF/N.A.....9

Q.7 How far is the nearest (READ EACH CHOICE)from your home, (how many kilometers)?

		KM.	D.K.	REF/N.A.
high school	(33-34)	___ ___	97	98
community college	(35-36)	___ ___	97	98
university	(37-38)	___ ___	97	98
private business college or academy	(39-40)	___ ___	97	98

Q.8 Which type of educational institution would be the most convenient for you to attend - a community college, a university or private colleges or academies?

COMMUNITY COLLEGE .....(41)....1
UNIVERSITY.....2
UNIVERSITY OR COM.COLLEGE.....3
PRIVATE ACADEMY.....4
NONE OF THEM.....5
COMBINATION.....6
D.K.....7
REFUSED/N.A.....9

Q.9 Based on what you know now, and your educational background, which type of educational or training institution would you feel most comfortable attending, - a local high school, a community college, a university or a private college or school?

COMMUNITY COLLEGE .....(42)....1
UNIVERSITY.....2
UNIVERSITY OR COM.COLLEGE.....3
PRIVATE SCHOOL/COLLEGE.....4
NONE OF THEM.....5
HIGH SCHOOLS.....6
D.K.....7
REFUSED/N.A.....9

Q.10 In some areas of this province, adult education courses are sponsored at local high schools - courses such as upgrading, offices practices, language training and computer courses....do you happen to know who sponsors these courses - who puts these courses together for the community?

_____ (43-44)_____

D.K.....97

REF/N.A.....98

Q.11 In general, do you think that there is too much, too little or about the right amount of money made available for education in this province?

TOO MUCH.....(45)...1

RIGHT AMOUNT.....2

TOO LITTLE.....3

D.K./UNSURE.....7

REF/N.A.....9

Q.12 Based on what you've seen, heard, read or talked about, what do you think is the major problem facing adults in New Brunswick who want to continue their education or training today? (PROBE FOR EXPLANATION AND DETAILS)

_____

_____(46-47)___ ___

D.K.....97

REF/N.A.....98

Q.13 Do you happen to remember the name of the government department that is responsible for the community colleges in New Brunswick?

ADVANCED EDUCATION AND TRAINING.....(48)...1

OTHER _____...2

D.K./REF.....7

Q.14 Do you happen to recall the name of the Minister responsible for the community colleges in New Brunswick?

DR. RUSSELl KING.....(49)...1

OTHER PERSON NAMED_____.....2

D.K./REF.....7

SUMMARY TABLES

SURVEY POPULATION AND RESPONDENTS BY CLUSTER AND GENDER 1987

		TOTAL		MALE		FEMALE	
Cluster	Survey Population	# of resp.	response rate	# of resp.	% of resp. in this cluster	# of resp.	% of resp. in this cluster
Applied Arts & Comm	29	19	66%	7	37%	12	63%
Business	214	161	75%	69	43%	92	57%
Construction	194	116	60%	103	89%	13	11%
Drafting & Design	34	27	79%	22	82%	5	18%
Electronics	167	116	70%	108	93%	8	7%
Health/Community Services	160	114	71%	23	20%	91	80%
Heat, Vent. & Air Cond.	52	27	52%	26	96%	1	4%
Heavy Equip. Operation	26	14	54%	14	100%	-	0%
Hospitality/Tourism	121	79	65%	31	39%	48	61%
Mech - Industrial	136	92	68%	89	97%	3	3%
Mech - Motorized Equip.	206	130	63%	126	97%	4	3%
Metals	211	148	70%	145	98%	3	2%
Natural Resources	102	64	63%	50	78%	14	22%
Personal Services	158	103	65%	6	6%	97	94%
Protective Services	46	29	69%	22	76%	7	24%
Secretarial/Clerical	433	313	72%	9	3%	304	97%
Wood & Related Materials	30	22	73%	20	91%	2	9%
TOTAL	2319	1574	68%	870	55%	704	45%
Male	1345	870	65%				
Female	974	704	72%				

SURVEY POPULATION AND RESPONDENTS BY CLUSTER AND GENDER 1988

	TOTAL			MALE		FEMALE	
Cluster	Survey Populationresp.	# of rate	response	# of resp.	% of resp. in this cluster	# of resp.	% of resp. in this cluster
Applied Arts & Comm	32	25	78%	8	32%	17	68%
Business	192	138	72%	61	44%	77	56%
Construction	207	135	65%	126	93%	9	7%
Drafting & Design	38	32	84%	27	84%	5	16%
Electronics	164	110	67%	108	98%	2	2%
Health/Community Services	143	94	66%	27	29%	67	71%
Heat, Vent. & Air Cond.	52	37	71%	35	95%	2	5%
Heavy Equip. Operation	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hospitality/Tourism	129	81	63%	41	51%	40	49%
Mech - Industrial	105	69	66%	65	94%	4	6%
Mech - Motorized Equip.	193	122	63%	122	100%	-	0%
Metals	178	117	66%	115	98%	2	2%
Natural Resources	104	76	73%	66	87%	10	13%
Personal Services	148	100	68%	2	2%	98	98%
Protective Services	42	34	81%	19	56%	15	44%
Secretarial/Clerical	539	387	72%	11	3%	376	97%
Wood & Related Materials	36	21	58%	17	81%	4	19%
TOTAL	2302	1578	69%	850	54%	728	46%
Male	1272	850	67%				
Female	1030	728	71%				

N.B.C.C. GRADUATE PLACEMENT RESULTS BY CLUSTER
1987 SURVEY

Cluster	Labour Force #	Labour Force %	Employed #	Employed %	Directly Related %	Employed N.B. %
Applied Arts & Communication	19	100%	16	84%	56%	75%
Business	154	96%	130	84%	61%	95%
Construction	109	94%	65	60%	55%	74%
Drafting and Design	25	93%	17	68%	71%	88%
Electronics	103	89%	75	73%	49%	88%
Health/Community Services	109	96%	96	88%	83%	96%
Heating, Ventilation & Air Conditioning	27	100%	22	82%	32%	86%
Heavy Equipment Operation	14	100%	9	64%	33%	89%
Hospitality/Tourism	76	96%	58	76%	78%	76%
Mechanical Industrial	88	96%	63	72%	54%	92%
Mechanical - Motorized Equipment	126	97%	88	70%	58%	89%
Metals	139	94%	86	62%	63%	90%
Natural Resources	59	92%	34	58%	47%	91%
Personal Services	97	94%	78	80%	89%	99%
Protective Services	29	100%	25	86%	64%	88%
Secretarial/Clerical	283	90%	216	76%	47%	94%
Wood & Related Materials	21	96%	17	81%	41%	71%
TOTAL	1478	94%	1095	74%	60%(656)	90%(986)

N.B.C.C. GRADUATE PLACEMENT RESULTS BY CLUSTER
1988 SURVEY

Cluster	Labour Force #	%	Employed #	%	Directly Related #	%	Employed N.B. #	%
Applied Arts & Communication	23	92%	19	83%	58%		74%	
Business	135	98%	125	93%	59%		94%	
Construction	132	98%	87	66%	56%		83%	
Drafting and Design	26	81%	21	81%	67%		91%	
Electronics	100	91%	93	93%	56%		79%	
Health/Community Services	90	96%	85	94%	85%		98%	
Heating, Ventilation & Air Conditioning	34	92%	22	65%	50%		77%	
Heavy Equipment Operation	N/A	N/A	N/A	N/A	N/A		N/A	
Hospitality/Tourism	74	91%	61	82%	74%		72%	
Mechanical Industrial	67	97%	50	75%	60%		84%	
Mechanical - Motorized Equipment	119	98%	81	68%	57%		85%	
Metals	110	94%	88	80%	72%		85%	
Natural Resources	68	90%	51	75%	53%		82%	
Personal Services	94	94%	76	81%	83%		99%	
Protective Services	32	94%	25	78%	48%		88%	
Secretarial/Clerical	343	89%	258	75%	55%		93%	
Wood & Related Materials	21	100%	10	48%	40%		90%	
TOTAL	1468	93%	1152	78%	62%	(716)	88%	(1013)

AVERAGE WEEKLY FULL-TIME EARNINGS OF RESPONDENTS BY GENDER BY CLUSTER OF STUDY
1987 SURVEY

Cluster	Employment #	Average Full-time Earnings Total		Female		Male	
Applied Arts & Communication	16	$250	(13)	***		***	
Business	130	$294	(105)	$270	(61)	$326	(44)
Construction	65	$349	(52)	***		$365	(45)
Drafting & Design	17	$321	(12)	***		$337	(10)
Electronics	75	$318	(60)	***		$321	(54)
Health/Community Services	96	$345	(63)	$305	(44)	$436	(19)
Heat, Vent & Air Cond.	22	$302	(14)	***		$302	(14)
Heavy Equipment Operation	9	***		***		***	
Hospitality/Tourism	58	$225	(45)	$220	(28)	$234	(17)
Mech.- Industrial	63	$364	(41)	***		$370	(40)
Mech.-Motorized Equip.	88	$298	(77)	***		$302	(74)
Metals	86	$454	(70)	***		$458	(69)
Natural Resources	34	$309	(29)	***		$324	(23)
Personal Services	78	$172	(54)	$164	(50)	***	
Protective Services	25	$460	(22)	***		$452	(17)
Secretarial/Clerical	216	$242	(155)	$242	(149)	***	
Wood & Related	17	$305	(14)	***		$311	(13)
TOTAL	1095	$300	(826)	$245	(370)	$350	(456)

*** fewer than 10 respondents

AVERAGE WEEKLY FULL-TIME EARNINGS BY GENDER BY CLUSTER
1988 SURVEY

Cluster	Employment #	Average Full-time Earnings Total		Female		Male	
Applied Arts & Communication	19	$285	(10)	***		***	
Business	125	$328	(101)	$310	(61)	$356	(40)
Construction	87	$355	(73)	***		$361	(67)
Drafting & Design	21	$332	(17)	***		$338	(15)
Electronics	93	$374	(74)	***		$373	(73)
Health/Community Services	85	$344	(50)	$324	(35)	$391	(15)
Heat, Vent & Air Cond.	22	$350	(16)	***		$352	(15)
Heavy Equipment Operation	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hospitality/Tourism	61	$312	(50)	$308	(24)	$316	(26)
Mech.- Industrial	50	$459	(42)	***		$463	(41)
Mech.-Motorized Equip.	81	$346	(66)	-		$346	(66)
Metals	88	$471	(75)	***		$476	(23)
Natural Resources	51	$412	(38)	***		$411	(33)
Personal Services	76	$191	(51)	$193	(50)	***	
Protective Services	25	$269	(16)	***		***	
Secretarial/Clerical	258	$288	(200)	$289	(194)	***	
Wood & Related	10	$334	(8)	***		***	
TOTAL	1152	$340	(887)	$290	(397)	$380	(490)

*** fewer than 10 respondents

LABOUR FORCE RESULTS BY GENDER
1987 SURVEY

Cluster	Male Labour Force				Female Labour Force			
	Labour Force	Emp.	Full-Time	Part-Time	Labour Force	Emp.	Full-Time	Part-Time
Applied Arts & Comm	7	6	5	1	12	10*	9	-
Business	67	54*	52	1	87	76	71	5
Construction	98	56*	53	2	11	9*	7	1
Drafting and Design	21	15	15	-	4	2	2	-
Electronics	96	70*	68	1	7	5	4	1
Health/Comm	23	22*	19	2	86	74*	49	19
Heat, Vent. & Air Cond.	26	22*	18	3	1	-	-	-
Heavy Equipment Operation	14	9*	6	2	-	-	-	-
Hospitality/Tourism	31	21	19	2	45	37	32	5
Mech - Industrial	86	62*	51	3	2	1	1	-
Mech - Motorized Equip.	123	86*	82	2	3	2	2	-
Metals	137	85*	81	2	2	1	1	-
Natural Resources	46	25	25	-	13	9	8	1
Personal Services	6	5	5	-	91	73*	57	15
Protective Services	22	18	17	1	7	7	6	1
Secretarial/Clerical	9	6	6	-	274	210*	163	42
Wood & Related	19	16	15	1	2	1	1	-
TOTAL	831 (95.5%)	578 (70%)	537 (93%)	23 (4%)	647 (92%)	517 (80%)	413 (80%)	90 (17%)

* total employed includes unknown responses concerning employment status, i.e. full-time or part-time.

LABOUR FORCE RESULTS BY GENDER
1988 SURVEY

Cluster	Male Labour Force				Female Labour Force			
	Labour Force	Emp.	Full-Time	Part-Time	Labour Force	Emp.	Full-Time	Part-Time
Applied Arts & Comm	8	7	7	-	15	12	10	2
Business	60	54*	51	2	75	71	66	5
Construction	123	81*	79	-	9	6	6	-
Drafting and Design	22	19*	18	-	4	2	2	-
Electronics	98	91*	85	3	2	2	1	1
Health/Comm	26	24	23	1	64	61*	43	14
Heat, Vent. & Air Cond.	33	21*	19	1	1	1	1	-
Heavy Equipment Operation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hospitality/Tourism	37	30*	29	-	37	31	28	3
Mech - Industrial	63	48*	46	-	4	2	2	-
Mech - Motorized Equip.	119	81*	75	3	-	-	-	-
Metal	108	87*	85	1	2	1	1	-
Natural Resources	59	43	42	1	9	8	8	-
Personal Services	2	2	2	-	92	74*	63	9
Protective Services	18	15	14	1	14	10*	7	2
Secretarial/Clerical	10	8*	7	-	333	250*	213	34
Wood & Related	17	8*	7	-	4	2	2	-
TOTAL	803 (94.5%)	619 (77%)	589 (95%)	13 (2%)	665 (91%)	533 (80%)	453 (85%)	70 (13%)

* total employed includes unknown responses concerning employment status, i.e. full-time or part-time.

LABOUR FORCE RESULTS BY MARITAL STATUS AND PRESENCE OF DEPENDENTS
1987 SURVEY

Marital Status	Presence of Dependents	# of Respondents	% of all Respondents	Labour Force Participation Rate	Employment Rate
Single	Dependents	53	3%	91%	79%
	No Dependents	1117	71%	94%	74%
	All Single Respondents*	1253	80%	96%	75%
Married	Dependents	156	10%	96%	74%
	No Dependents	86	6%	95%	72%
	All Married Respondents*	245	16%	96%	73%
Other	Dependents	53	3%	91%	60%
	No Dependents	17	1%	100%	77%
	All Other Respondents*	71	5%	93%	65%
TOTAL*	Dependents	262	17%	94%	72%
	No Dependents	1220	78%	94%	74%
GRAND TOTAL*		1574	100%(1574)	94%(1478)	74%

* Unknown responses are included.

LABOUR FORCE RESULTS BY MARITAL STATUS AND PRESENCE OF DEPENDENTS
1988 SURVEY

Marital Status	Presence of Dependents	# of Respondents	% of all Respondents	Labour Force Participation Rate	Employment Rate
Single	Dependents	49	3%	94%	83%
	No Dependents	1160	74%	93%	80%
	All Single Respondents*	1267	80%	93%	80%
Married	Dependents	173	11%	95%	76%
	No Dependents	63	4%	89%	77%
	All Married Respondents*	244	16%	94%	76%
Other	Dependents	46	3%	85%	62%
	No dependents	15	1%	100%	73%
	All other Respondents*	62	4%	89%	66%
TOTAL	Dependents	270	17%	93%	75%
	No Dependents	1239	79%	93%	79%
GRAND TOTAL*		1578	100%	93%(1468)	78.5%(1152)

* Unknown responses are included.

LABOUR FORCE RESULTS BY COLLEGE
1987 SURVEY

College	Respondents #	Respondents %	Labour Force #	Labour Force %	Employment #	Employment %	Unemployment #	Unemployment %	Not in Labour Force #	Not in Labour Force %
Bathurst	282	70%	253	90%	157	62%	96	38%	29	10%
Campbellton	102	69%	98	96%	73	74%	25	26%	4	4%
Dieppe	26	93%	25	96%	22	88%	3	12%	1	4%
Edmundston	115	59%	99	86	74	75%	25	25%	16	14%
TOTAL (Francophone Colleges)	525	68%	475	90.5%	326	69%	149	31%	50	9.5%
Miramichi	108	63%	106	98%	71	67%	35	33%	2	2%
Moncton	385	70%	370	96%	285	77%	85	23%	15	4%
Saint John	348	70%	331	95%	268	81%	63	19%	17	5%
St. Andrews	121	65%	117	97%	85	73%	32	27%	4	3%
Woodstock	87	62%	79	91%	60	76%	19	24%	8	9%
TOTAL (Anglophone Colleges)	1049	68%	1003	96%	769	77%	234	23%	46	4%
ALL			1478	94%	1095	74%	383	26%	96	6%

LABOUR FORCE RESULTS BY COLLEGE
1988 SURVEY

College	Respondents #	Respondents %	Labour Force #	Labour Force %	Employment #	Employment %	Unemployment #	Unemployment %	Not in Labour Force #	Not in Labour Force %
Bathurst	264	72%	250	95%	183	73%	67	27%	14	5%
Campbellton	68	55%	64	94%	43	67%	21	33%	4	6%
Dieppe	37	100%	36	97%	30	83%	6	17%	1	3%
Edmundston	129	64%	114	88%	86	75%	28	25%	15	12%
TOTAL (Francophone Colleges)	498	68%	464	93%	342	74%	122	26%	34	7%
Miramichi	119	72%	113	95%	76	67%	37	33%	6	5%
Moncton	327	59%	307	94%	266	87%	41	13%	20	6%
Saint John	349	70%	336	96%	276	82%	60	18%	13	4%
St. Andrews	157	87%	138	88%	107	78%	31	22%	19	12%
Woodstock	128	76%	110	86%	85	77%	25	23%	18	14%
TOTAL (Anglophone Colleges)	1080	69%	1004	93%	810	81%	194	19%	76	7%
ALL	157		1468	93%	1152	78%	316	21%	110	7%

RESPONDENTS AND EMPLOYMENT BY SPONSORSHIP
1987 SURVEY

Cluster	NON SPONSORED % of resp. in this cluster	Employment #	Employment %	CEIC SPONSORED % of resp. in this cluster	Employment #	Employment %
Applied Arts & Communication	100%	16	84%	-		
Business	100%	130	84%	-		
Construction	67%	46	62%	33%	19	54%
Drafting & Design	59%	9	69%	41%	8	73%
Electronics	81%	62	75%	19%	13	65%
Health/Community Services	54%	56	95%	46%	40	80%
Heat, Vent. & Air Cond.	30%	6	75%	70%	16	84%
Heavy Equip. Operation	57%	5	63%	43%	4	67%
Hospitality/Tourism	71%	43	78%	29%	15	71%
Mech - Industrial	75%	50	77%	25%	13	57%
Mech - Motorized Equip.	41%	43	74%	59%	45	66%
Metals	36%	29	57%	64%	57	65%
Natural Resources	78%	26	57%	22%	8	62%
Personal Services	56%	44	82%	44%	34	79%
Protective Services	100%	25	86%	-	-	-
Secretarial/Clerical	62%	133	77%	38%	83	75%
Wood & Related	41%	8	100%	59%	9	69%
TOTAL	65% (1022)	731	76%	35% (552)	364	70%

RESPONDENTS AND EMPLOYMENT BY SPONSORSHIP

1988 SURVEY

Cluster	NON SPONSORED % of resp. in this cluster	Employment #	Employment %	CEIC SPONSORED % of resp. in this cluster	Employment #	Employment %
Applied Arts & Communication	100%	19	83%	-	-	
Business	96%	120	92%	4%	5	100%
Construction	64%	66	78%	36%	21	45%
Drafting & Design	91%	19	83%	9%	2	67%
Electronics	77%	74	96%	23%	19	83%
Health/Community Services	61%	54	98%	29%	31	89%
Heat, Vent. & Air Cond.	46%	9	56%	54%	13	72%
Heavy Equip. Operation	N/A	N/A	N/A	N/A	N/A	N/A
Hospitality/Tourism	77%	47	83%	23%	14	82%
Mech - Industrial	75%	39	78%	25%	11	65%
Mech - Motorized Equip.	44%	36	68%	56%	45	68%
Metals	43%	35	78%	57%	53	82%
Natural Resources	76%	35	69%	24%	16	94%
Personal Services	53%	39	81%	47%	37	80%
Protective Services	100%	25	78%	-	-	-
Secretarial/Clerical	71%	186	78%	29%	72	70%
Wood & Related	33%	4	57%	67%	6	43%
TOTAL	68% (1077)	807	81%	32% (501)	345	72.5%

RESPONDENTS TAKING FURTHER STUDY BY CLUSTER
1987 SURVEY

Cluster	#	% of resp. taking further training	Further Training Full-Time	Part-Time
Applied Arts and Communication	1	1%	-	1
Business	24	15%	10	14
Construction	12	8%	5	7
Drafting & Design	1	1%	1	-
Electronics	17	11%	14	3
Health/Community Services	14	9%	4	10
Heat, Vent. & Air Cond.	1	1%	1	-
Heavy Equipment Operation	-	-	-	-
Hospitality/Tourism	5	3%	1	4
Mech. - Industrial	7	4%	4	3
Mech. - Motorized Equipment	10	6%	3	7
Metals	17	11%	13	4
Natural Resources	5	3%	4	1
Personal Services	1	1%	-	1
Protective Services	5	3%	3	2
Secretarial/Clerical	40	25%	28	12
Wood & Related	-	-	-	-
TOTAL	160 (10% of all respondents)	100%	91	69

RESPONDENTS TAKING FURTHER STUDY BY CLUSTER
1988 SURVEY

Cluster	#	% of resp. taking further training	Further Training Full-Time	Part-Time
Applied Arts and Communication	2	1%	2	-
Business	19	11%	4	15
Construction	9	5%	2	7
Drafting & Design	7	4%	5	2
Electronics	14	8%	12	2
Health/Community Services	9	5%	2	7
Heat, Vent. & Air Cond.	4	2%	2	2
Heavy Equipment Operation	N/A	N/A	N/A	N/A
Hospitality/Tourism	4	2%	3	1
Mech. - Industrial	4	2%	2	2
Mech. - Motorized Equipment	14	8%	1	13
Metals	15	9%	8	7
Natural Resources	10	6%	8	2
Personal Services	4	2%	2	2
Protective Services	2	1%	2	-
Secretarial/Clerical	51	30%	43	8
Wood & Related	1	1%	-	1
TOTAL	169 (11% of all respondents)	100%	98	71

FUTURE PLANS OF NBCC RESPONDENTS TO 1987 SURVEY

Cluster	Stay Job	New Job	Continue Training	New Training	Look Related	Look Any	Look Outside	Other	No Response	Total #
Applied Arts & Comm.	47%	21%	-	-	16%	11%	5%	-	-	19
Business	49%	16%	4%	1%	21%	1%	3%	5%	1%	161
Construction	40%	9%	3%	1%	30%	4%	4%	3%	2%	116
Drafting & Design	48%	7%	4%	4%	19%	7%	4%	7%	-	27
Electronics	47%	9%	4%	3%	27%	3%	3%	5%	1%	116
Health/Comm. Services	58%	6%	4%	11%	16%	3%	-	2%	2%	114
Heat, Vent. & Air Cond.	33%	4%	4%	-	33%	15%	-	4%	7%	27
Heavy Equip. Operation	36%	7%	-	-	50%	-	-	7%	-	14
Hospitality/Tourism	47%	9%	1%	13%	17%	3%	3%	8%	1%	79
Mech. - Industrial	51%	7%	5%	5%	17%	4%	8%	2%	-	92
Mech. - Motorized Equip.	47%	9%	2%	7%	25%	4%	4%	1%	2%	130
Metals	43%	10%	4%	5%	25%	6%	3%	5%	-	148
Natural Resources	39%	3%	8%	11%	25%	3%	3%	6%	2%	64
Personal Services	53%	8%	1%	2%	18%	7%	1%	11%	-	103
Protective Services	72%	7%	-	10%	10%	-	-	-	-	29
Secretarial/Clerical	41%	12%	1%	3%	33%	3%	1%	5%	3%	313
Wood & Related	50%	5%	-	14%	9%	5%	-	18%	-	22
TOTAL	46%	10%	3%	5%	24%	4%	3%	5%	1%	1574

FUTURE PLANS OF NBCC RESPONDENTS TO 1988 SURVEY

Cluster	Stay Job	New Job	Continue Training	New Training	Look Related	Look Any	Look Outside	Other	No Response	Total #
Applied Arts & Comm.	40%	16%	-	8%	-	4%	4%	20%	8%	25
Business	66%	11%	4%	1%	12%	3%	-	3%	-	138
Construction	42%	11%	2%	3%	27%	3%	4%	7%	1%	135
Drafting & Design	41%	3%	13%	13%	13%	3%	3%	13%	-	32
Electronics	65%	6%	10%	3%	15%	1%	-	2%	-	110
Health/Comm. Services	69%	2%	7%	4%	6%	3%	1%	5%	1%	94
Heat, Vent. & Air Cond.	41%	8%	3%	11%	27%	5%	3%	-	3%	37
Heavy Equip. Operation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hospitality/Tourism	49%	10%	5%	4%	22%	4%	-	6%	-	81
Mech. - Industrial	51%	6%	6%	1%	25%	10%	1%	-	-	69
Mech. - Motorized Equip.	52%	5%	2%	5%	21%	7%	1%	7%	1%	122
Metals	55%	9%	6%	2%	17%	3%	2%	5%	2%	117
Natural Resources	61%	8%	5%	7%	16%	1%	-	3%	-	76
Personal Services	60%	6%	1%	5%	15%	2%	-	9%	2%	100
Protective Services	41%	6%	9%	-	32%	6%	-	3%	3%	34
Secretarial/Clerical	46%	10%	2%	4%	25%	5%	1%	6%	2%	387
Wood & Related	38%	14%	-	5%	29%	5%	-	10%	-	21
TOTAL	53%	8%	4%	4%	20%	4%	1%	6%	1%	1578

APPENDICES

PROGRAMS SURVEYED BY CLUSTER

1987

Applied Arts & Communication:

Communication Arts

Business:

Business Technology - Accounting
Business Technology - Administration
Business Technology - Business Automation
Business Technology - Data Processing
Business Technology - Marketing
Computer Programming Technology

Construction:

Bricklaying
Carpentry
Civil Engineering Technology - Architectural
Civil Engineering Technology - Architectural Structural
Civil Engineering Technology - Building Construction
Civil Engineering Technology - Highway & Municipal
Civil Engineering Technology - Materials & Inspection
Civil Engineering Technology - Structural
Civil Engineering Technology - Surveying
Electrical
Plumbing
Steamfitter Pipefitter - Upgrading
Steamfitter Pipefitter

Drafting & Design:

Computer Aided Drafting
General Drafting
Engineering Drafting & Design Technology

Electronics:

Computer Engineering Technology
Electronic Servicing (Radio & T.V.)
Electronics Engineering Technology - Industrial & Communications
Electronics Engineering Technology - Communications
Electronics Engineering Technology - Data Systems
Electronics Engineering Technology - Industrial
Electronic Servicing Technician
Industrial Instrumentation Technology

Health/Community Services:

Community Living Counsellor
Day Care
Human Service Counsellor
Nursing Assistant
Nursing Orderly

Heating, Ventilation & Air Conditioning:

Air Conditioning Technician
Electric Appliance Repair
Heating Technician
Refrigeration

Heavy Equipment Operation:

Heavy Equipment Operation

Hospitality/Tourism:

Accommodation, Food & Beverage Services
Advanced Cooking
Cook
Travel Counsellor

Mechanical - Industrial

Chemical Technology
Industrial Engineering Technology - Industrial Fabrication
Industrial Mechanics
Mechanical Engineering Technology - Building & Energy
Mechanical Engineering Technology - Electro-Mechanical
Power Engineering Technology
Stationary Engineering

Mechanical - Motorized Equipment:

Aircraft Maintenance
Heavy Equipment Repair
Motor Vehicle Body Repairer & Painter
Motor Vehicle Repair (Mechanical)
Motor Vehicle Repair (Truck & Transport)
Small Equipment Repair

Metals:

Computer Integrated Manufacturing
Machinist
Steel Fabrication
Tool & Die
Welding
Welding Technician
Welding - Upgrading

Natural Resources:

Agriculture
Aquaculture Technician
Boat Building
Environmental Technology - Industrial Chemistry
Environmental Technology - Natural Environment
Food Quality Control Technician
Marine Mechanics
Professional Forestry Worker
Silviculture

Personal Services:

Barbering
Beauty Culture

Protective Services:

Correctional Services Worker
Correctional Officer
Industrial & Retail Security

Secretarial/Clerical:

Bookkeeping Clerk - Upgrading
Administrative Secretary
Bilingual Clerk Typist
Bilingual Stenographer
Bank & Finance Clerk
Bookkeeping Clerk
Clerk Typist - Upgrading
Clerk Typist
Legal Secretary
Medical Secretary
Medical Transcriptionist
Secretary in Office Automation
Stenographer
Stenographer - Upgrading
Word Processing

Wood & Related Materials:

Cabinet Making & Millwork
Cabinet Making & Furniture Factory Worker
Upholstery

1988

Applied Arts & Communication:

Communication Arts - Graphic Arts
Communication Arts - Journalism
Communication Arts - Photography

Business:

Business Technology - Accounting
Business Technology - Administration
Business Technology - Business Automation
Business Technology - Data Processing
Business Technology - Marketing
Computer Programming Technology

Construction:

Bricklaying
Carpentry
Civil Engineering Technology - Architectural
Civil Engineering Technology - Building Construction
Civil Engineering Technology - General Construction
Civil Engineering Technology - Highway & Municipal
Civil Engineering Technology - Materials & Inspection
Civil Engineering Technology - Structural
Civil Engineering Technology - Surveying
Electrical
Plumbing
Steamfitter Pipefitter - Upgrading
Steamfitter Pipefitter

Drafting & Design:

Computer Aided Drafting
General Drafting
Engineering Drafting & Design Technology

Electronics:

Computer Engineering Technology
Electronic Servicing (Radio & T.V.)
Electronics Engineering Technology - Avionics
Electronics Engineering Technology - Industrial & Communications
Electronics Engineering Technology - Communications
Electronics Engineering Technology - Data Systems
Electronics Engineering Technology - Industrial
Electronic Servicing Technician
Industrial Instrumentation Technology

Health/Community Services:

Day Care
Human Service Counsellor
Medical Laboratory Technology
Nursing Assistant
Nursing Orderly

Heating, Ventilation & Air Conditioning:

Air Conditioning Technician
Electric Appliance Repair
Heating Technician
Refrigeration

Hospitality/Tourism:

Accommodation, Food & Beverage Services
Advanced Cooking
Cook
Travel Counsellor

Mechanical - Industrial

Chemical Technology
Industrial Engineering Technology
Industrial Mechanics
Mechanical Engineering Technology - Building & Energy
Mechanical Engineering Technology - Electro-Mechanical
Power Engineering Technology
Stationary Engineering

Mechanical - Motorized Equipment:

Aircraft Maintenance
Heavy Equipment Repair
Motor Vehicle Body Repairer & Painter
Motor Vehicle Repair (Mechanical)
Motor Vehicle Repair (Truck & Transport)
Small Equipment Repair

Metals:

Computer Integrated Manufacturing
Computerized Numerically Controlled Manufacturing
Machinist
Steel Fabrication
Tool & Die
Welding
Welding Technician
Welding - Upgrading

Natural Resources:

Agriculture
Aquaculture Technician
Boat Building
Environmental Technology - Industrial Chemistry
Environmental Technology - Natural Environment
Food Quality Control Technician
Marine Mechanics
Professional Forestry Worker
Silviculture

Personal Services:

Barbering
Beauty Culture

Protective Services:

Correctional Services Worker
Correctional Officer
Industrial & Retail Security

Secretarial/Clerical:

Administrative Secretary
Bilingual Clerk Typist
Bilingual Stenographer
Bank & Finance Clerk
Bookkeeping & Accounting
Business Education
Clerical - Upgrading
Clerk Typist
Legal Secretary
Medical Secretary
Medical Transcriptionist
Office Clerk
Office Studies
Secretary in Office Automation
Stenographer
Stenographer - Upgrading
Word Processing

Wood & Related Materials:

Cabinet Making & Millwork
Cabinet Making & Furniture Factory Worker
Carpet Laying
Upholstery

Now, we'd like to turn to a few questions to help us estimate future needs for certain types of education or training.

Q.15 First of all, what is the highest level of education that you completed....primary or junior high school...high school...a nursings school, a community college...a university or what?

PRIMARY/JR.HIGH (IF NOT KNOWN ASK: what was the last grade you completed?.....(50-51)..____ ____

HIGH SCHOOL (did you graduate - what was the last grade you attended)

H.S. -NON-DIPLOMA (ENTER LAST GRADE).....____ ____

H.S.DIPLOMA.....23

NURSING SCHOOL.....24

OTHER NON-UNIVERSITY PROGRAM OR TRAINING.....25

COMMUNITY COLLEGE 31---

UNIVERSITY (did you receive a degree?)

UNIVERSITY NON-DEGREE.....41 ASK Q.15A

UNIVERSITY DEGREE.....42

GRADUATE SCHOOL.....43---

D.K./REF/N.A.....97

Q.15A Which community college/university did you attend? (IF MULTIPLE - RECORD ONLY COMMUNITY COLLEGE)

_____(52-53) ___ ___

DK/REF/N.A.....97

NOT APPROP.....00

Q.16 In general, would you say that you've had a very positive, somewhat positive, somewhat negative or very negative experience with the educational system in this province? What makes you say that it was a (REPEAT RESPONSE) experience (ENTER EXACT RESPONSE IN SPACE PROVIDED)

VERY POSITIVE.....(54)...1

SOMEWHAT POSITIVE.....2

SOMEWHAT NEGATIVE.....3

VERY NEGATIVE.....4

OTHER (SPECIFY)_____.5

D.K./REF/N.A.....9 SKIP TO Q.17

Q.16A REASONS_____

_____(55-56) ___ ___

D.K./REF.....97

NOT APPRO.....00

Q.17 Has anyone (else) in your household attended a community college in New Brunswick? Which one did they attend? (IF MORE THAN ONE ENTER ALL MENTIONS)

_____(57-58) ___ ___

NO.....95

DK/REF/N.A.....97

Q.18 Thinking about the future, how likely is it that you'll be taking some type of educational or training program within the next five years.....

very likely.....(59).....1

somewhat likely.....2

not very likely.....3

not at all likely.....4

D.K.....7 SKIP TO

REF/N.A.....9 Q.19

Q.18A Why do you think that you'd be (USE INDICATION FROM Q.18) to continue your education or training within the next five years. (PROBE)

_____

_____

_____(60-61)..___ ___

D.K.....97

REF/N.A.....98

NOT APPROPRIATE.....00

Q.18B IF LIKELY: What would ycu do - what would you study? IF NOT LIKELY: Why don't you think that you might continue or upgrade your education?

_____

_____

_____62-63)..___ ___

D.K.....97

REF/N.A.....98

NOT APPROPRIATE.....00

IF NOT PLANNING ON CONTINUING: We have to ask the following questions of everyone , regardless of their plans..

Q.19 If you were to continue or upgrade your education or training.....would you be more likely to attend on a full time or a part time basis?

FULL TIME BASIS.....(64)...1
PART TIME BASIS.....2
OTHER(SPECIFY_____)3
UNSURE.....7
REF/N.A.....9

Q.20 While upgrading or continuing your education or training, would you also work on a full or part time basis?

YES F/T.....(65)....1
YES P/T.....2
NO.....3
D.K.....7
REF/N.A.....9

Q.21 If you were to continue or upgrade you education or training, would you prefer to attend classes in the day time or in the evening?

DAYTIME.....(66)....1
EVENING.....2
D.K.....7
REFUSED/N.A.....8

Q.22 Would you prefer to attend courses for a short or intensive period or would you prefer to attend in the way they are most frequently offered...on a semester or yearly basis?

SHORTER PERIODS.....(67).....1
SEMESTER.....2
D.K.....7
REFUSED/N.A.....8

Q. 23 If you were to continue or upgrade your education or training, within the next five years, (REPEAT POINT) would you need....

	YES	NO	DK	REF/NA
A. child care services (68)	1	2	7	9
B. financial assistance (69)	1	2	7	9
C. assistance to relocate to attend the program desired? (70)	1	2	7	9

Q.24 If you were to continue with your education or training at some point within the next five years, would you be more likely to take courses through the high school in your area, attend a program at a community college, attend a private college or take courses at a university?

COMMUNITY COLLEGE.....(71)...1
UNIVERSITY.....2
HIGH SCHOOL.....3
PRIVATE PROGRAM.....4 SKIP
D.K.....7 TO
REF/N.A.....9 Q.25

Q.24A Which community college or university would you be most likely to attend?

_____ (72-73) ___ ___

D.K.....97
REF/N.A.....99
NOT APPROPR.....00

Q.24B Is that community college or university within commuting distance for you or would you have to relocate? (IF WITHIN COMMUTE ASK: how many kilometers is it to this school)

YES COMMUTE.....(74-75) ___ ___
D.K/REF.....97
RELOCATE.....99
NOT APPROP.....00

Q.25 What one thing more than any other would make you think about continuing or upgrading your education or training at some point within the next five years?

_____

_____ (76-77) ___ ___

D.K.....97
REF.....98

RESP NO. (1-4)___ ___ ___ ___

Now, we'd like to end this survey with just a few questions about you and your household so that we can compare the attitudes of different groups of people...

Q.26 First of all, in what year were you born?

ENTER DIGITS 19.....(5-6).___ ___

REF/N.A.....99

Q.27 What is your mother tongue - the language you first learned to speak and still understand?

ENGLISH.....(7).....1

OTHER.....3

FRENCH.....2- Q.27A

Q.27A (IF FRENCH MOTHER TONGUE)If you were to enroll in a course or training program, would you prefer to take that course in French or English?

FRENCH.....(8).....1

ENGLISH.....2

NO PREFERENCE.....3

NOT APPROP.....0

Q.28 Are you currently employed, unemployed, disabled, retired, a full time student (IF FEMALE(a housewife) or what? IF EMPLOYED: are you employed full time or part time? Are you self employed? IF DISABLED: do you expect to be disabled for a short time or for an extended period of time?

EMPLOYED FULL TIME.....(9-10).11

EMPLOYED PART TIME.....12

SELF-EMPLOYED.....13

UNEMPLOYED.....21

DISABLED - TEMPORARY.....22

DISABLED - LONG TERM.....23 --

RETIRED.....24 GO TO

STUDENT.....25 Q. 29

HOUSEWIFE.....26

OTHER.....31

D.K.....97

REFUSED/N.A.....99 --

Q.28A What is your current occupation - what work do you do when you are employed?

_____

_____(11-12)____ ____

D.K/REF/N.A.....98

NOT APPRO.....00

Q.29 Altogether, how many years have you lived in New Brunswick?

NUMBER OF YEARS.....(13-14) ___ ___

ALL MY LIFE.....95

D.K./REF/N.A.....98

Q.30 Thinking about your total household income - that is income from all sources before taxes in 1988 - (REPEAT POINT)was your total household income in 1988....

A. more than $20,000?

YES.....(15-16).GO TO B.

NO.....11

B. $25,000 or more ?

YES.....GO TO C.

NO.....13

C. $30,000 or more ?

YES.....GO TO D.

NO.....14

D. $35,000 or more?

YES.....GO TO E.

NO.....15

E. $40,000 or more?

YES.....16

NO.....17

D.K./REF.....97

That's all the questions that we have for you this evening - thanks a lot for your help.

ENTER RESPONDENT'S SEX FEMALE.....(17)....1

MALE..... 2

ENTER TOTAL NUMBER OF ADULTS IN HOME.....(18) _____

ENTER LENGTH OF INTERVIEW.....(19-20)____ ____

ENTER INTERVIEW LANGUAGE ON FRONT.

CHECK FOR COMPLETION - THANKS.

Avant de commencer le sondage, je tiens à vous dire que toutes vos réponses sont confidentielles. Je ne vous connais pas et je ne vous demanderai pas votre nom. Etant donné qu'il est important pour nous de bien savoir ce que pensent tous les habitants de la province, j'espère que vous prendrez le temps de penser à chacune des questions et d'y répondre aussi honnêtement que possible. Si vous ne voulez pas répondre à une question, vous n'avez qu'à le dire, et je passerai à la question suivante.

Je commence en demandant votre opinion générale sur l'éducation et la formation dans la province...

N^{O} DE REP. (1-4) ___ ___ ___ ___

CENTRAL TEL. (5-7) ___ ___ ___

LANGUE DE L'ENTREVUE
ANGLAIS (8) 1

FRANCAIS 2

Q.I En général, (REPETER LE POINT) pensez-vous que la qualité globale de l'éducation et de la formation dans les (LIRE CHAQUE CATEGORIE) est excellente... bonne... moyenne seulement... ou mauvaise?

		EXC.	BON	MOYENNE SEUL.	MAUVAIS	NSP	REF/SR
A.	écoles élémentaires de votre région (9)	1	2	3	4	7	9
B.	écoles secondaires de votre région (10)	1	2	3	4	7	9
C.	universités du Nouveau-Brunswick (11)	1	2	3	4	7	9
D.	collèges communautaires de la province (12)	1	2	3	4	7	9
E.	collèges privés - écoles commerciales et écoles privées? (13)	1	2	3	4	7	9

Q.2 Est-ce que la qualité générale des cours d'éducation ou de formation rattachés à un emploi qui sont offerts dans (LIRE CHAQUE CATEGORIE) est excellente... bonne... moyenne seulement... ou mauvaise?

		EXC.	BON	MOYENNE SEUL.	MAUVAIS	NSP	REF/SR
A.	écoles secondaires de votre région (14)	1	2	3	4	7	9
B.	universités du Nouveau-Brunswick (15)	1	2	3	4	7	9
C.	collèges communautaires de la province (16)	1	2	3	4	7	9
D.	collèges privés - écoles commerciales et privées? (17)	1	2	3	4	7	9

Q.3 D'après ce que vous avez peut-être entendu dire par des amis, des membres de la famille ou des diplômés récents, en règle générale (REPETER LE POINT) est-ce que les gens qui ont terminé leurs études (LIRE CHAQUE CATEGORIE), sont très satisfaits, quelque peu satisfaits ou pas tellement satisfaits de l'éducation et de la formation qu'ils ont reçues?

		TRES SAT.	QUELQUE PEU SAT.	PAS SAT.	NSP	REF/SR
A.	dans les écoles secondaires (18)	1	2	3	7	9
B.	à l'Université du Nouveau-Brunswick (19)	1	2	3	7	9
C.	à l'Université de Moncton (20)	1	2	3	7	9
D.	à l'Université Saint Thomas (21)	1	2	3	7	9

E.	à l'Université Mt. Allison (22)	1	2	3	7	9
F.	dans les collèges communautaires du Nouveau-Brunswick (23)	1	2	3	7	9
G.	dans les collèges privés - les écoles commerciales et les écoles privées? (24)	1	2	3	7	9

Q.4 Dans quelle mesure êtes-vous familiarisé avec les programmes et cours offerts dans (LIRE CHAQUE CATEGORIE)? Très familiarisé... un peu familiarisé... ou pas très familiarisé?

		TRES FAM.	UN PEU FAM.	PAS FAM.	NSP	REF/SR
A.	les écoles secondaires de votre région (25)	1	2	3	7	9
B.	les universités du Nouveau-Brunswick (26)	1	2	3	7	9
C.	les collèges communautaires de la province (27)	1	2	3	7	9
D.	les collèges privés - les écoles privées ? (28)	1	2	3	7	9

Q.5 En sachant ce que vous savez maintenant, si vous vouliez poursuivre vos études ou améliorer votre éducation ou votre formation, suivriez-vous plus probablement des cours d'éducation ou de formation pour adultes à l'école secondaire de votre localité, ou est-ce que vous iriez plutôt à un collège communautaire, à l'une des universités ou à une école commercialeou école privée?

ECOLE SECONDAIRE LOCALE .....(29)....1

COLLEGE COMMUNAUTAIRE 2

UNIVERSITE 3

ECOLE PRIVEE..... 4

AUCUN - IL N'EST PAS QUESTION DE RETOURNER .....5 PASSER

NE SAIS PAS .....7 A

REFUS/SR 8 Q.6

Q.5A Si vous deviez continuer vos études ou votre formation, pourquoi est-ce que préféreriez fréquenter (LIRE LA REPONSE A LA Q.5 - POSER DES QUESTIONS POUR OBTENIR DES DETAILS)?

_____

_____

_____ (30-31) ___ ___

NSP 97

REF/SR 98

NON APPROPRIE.....00

Q.6 Si vous décidiez de poursuivre votre éducation ou formation, est-ce que ce serait plus probablement pour suivre des cours d'intérêt général ou des cours rattachés à un emploi?

COURS D'INTERET GENERAL .....(32).....1

RATTACHES A UN EMPLOI 2

AUTRES (PRECISER) _____

_____ 3

NSP 7

REF/SR 9

Q.7 Combien loin vivez-vous (combien de kilomètres)

		KM	NSP	REF/SR
d'une école secondaire	(33-34)	___ ___	97	98
d'un collège communautaire	(35-36)	___ ___	97	98
d'une université	(37-38)	___ ___	97	98
d'un collège commercial				

privé ou d'une école privée (39-40) ___ ___ 97 98

Q.8 Quel genre d'établissement d'enseignement serait plus commode pour vous - un collège communautaire, une université ou un collège privé ou une école privée?

COLLEGE COMMUNAUTAIRE .....(41).....1

UNIVERSITE 2

UNIVERSITE OU COLL. COMM. 3

ECOLE PRIVEE 4

AUCUN DE CEUX-CI 5

NSP 7

REFUS/SR 9

Q.9 D'après ce que vous savez maintenant et d'après votre niveau de scolarité, dans quel genre d'établissement d'enseignement vous sentiriez-vous plus à l'aise - une école secondaire locale, un collège communautaire, une université ou un collège privé ou une école privée?

COLLEGE COMMUNAUTAIRE .....(42).....1

UNIVERSITE 2

UNIVERSITE OU COLL. COMM. 3

ECOLE/COLLEGE PRIVE 4

AUCUN DE CEUX-CI 5

ECOLES SECONDAIRES 6

NSP 7

REFUS/SR 9

Q.10 Dans certaines régions de la province, des cours sont patronnés dans les écoles secondaires - comme des cours de perfectionnement, de langue ou d'emploi des ordinateurs. Savez-vous par qui ces cours sont patronnés? Qui organise ces cours pour la communauté?

_____(43-44)_____

NSP 97

REF/SR 98

Q.11 En général, pensez-vous qu'il se dépense trop d'argent, pas assez d'argent ou à peu près le bon montant en argent pour l'éducation dans la province?

TROP .....(45).....1

BON MONTANT 2

TROP PEU 3

NSP/INCERTAIN 7

REF/SR 9

Q.12 D'après ce que vous avez vu, entendu, lu ou entendu parler, quel est d'après vous le principal problème des adultes du Nouveau-Brunswick qui voudraient maintenant poursuivre leur éducation ou formation? (DEMANDER DES EXPLICATIONS ET DES DETAILS)

_____

_____ (46-47) ___ ___

NSP 97

REF/SR 98

Q.13 Vous souvenez-vous du nom du ministère du gouvernement qui est responsable des collèges communautaires au Nouveau-Brunswick?

ENSEIGNEMENT SUPERIEUR ET FORMATION ....(48).....1

AUTRES _____.....2

NSP/REF 7

Q.14 Vous souvenez-vous du nom du ministre qui est responsable des collèges communautaires au Nouveau-Brunswick?

DR RUSSELL KING .....(49).....1

AUTRE PERSONNE NOMMEE _____.....2

NSP/REF 7

Nous aimerions maintenant passer à quelques questions pour pouvoir mieux évaluer les besoins de certains types d'éducation ou de formation.

Q.15 Tout d'abord, quel niveau d'études avez-vous complété... niveau primaire ou secondaire premier cycle... secondaire deuxième cycle... une école de formation infirmière ou un collège communautaire... une université ou un autre genre d'établissement?

ECOLE PRIMAIRE/SECONDAIRE PREMIER CYCLE (SI LA PERSONNE NE SAIT PAS, POSER LA QUESTION SUIVANTE: En quelle année étiez-vous quand vous avez fini vos études? .....(50-51)..___ ___

ECOLE SECONDAIRE DEUXIEME CYCLE (Avez-vous obtenu votre diplôme? Quelle a été votre dernière année d'études?)

ECOLE SECONDAIRE DEUXIEME CYCLE - SANS DIPLOME (INDIQUER LA DERNIERE ANNEE) .....___ ___

DIPLOME DU SECONDAIRE 23

ECOLE DE FORMATION INFIRMIERE 24

AUTRES PROGRAMMES OU FORMATION NON UNIVERSITAIRE 25

COLLEGE COMMUNAUTAIRE 31

UNIVERSITE (Avez-vous obtenu un diplôme?) POSER

UNIVERSITE SANS DIPLOME 41 Q.15A

DIPLOME UNIVERSITAIRE 42

ECOLE SUPERIEURE 43

NSP/REF/SR 97

Q.15A Dans quel collège communautaire ou quelle université avez-vous fait des études? (S'IL Y EN A PLUSIEURS, N'INDIQUER QUE LE COLLEGE COMMUNAUTAIRE)

_____ (52-53) ___ ___

NSP/REF/SR 97

PAS APPROPRIE 00

Q.16 En général, diriez-vous que votre expérience avec le système d'enseignement de la province a été très positive, quelque peu positive, quelque peu négative ou très négative? Pourquoi dites-vous que ce fut une expérience (REPETER LA REPONSE)? (INDIQUER LA REPONSE EXACTE DANS L'ESPACE RESERVE)

TRES POSITIVE .....(54).....1

QUELQUE PEU POSITIVE 2

QUELQUE PEU NEGATIVE 3

TRES NEGATIVE 4

AUTRES (PRECISER) _____...5

NSP/REF/SR .....9 PASSER A Q.17

Q.16A RAISONS _____

_____ (55-56) ___ ___

NSP/REF 97

PAS APPROPRIE 00

Q.17 Dans votre ménage, y a-t-il quelqu'un (ou quelqu'un d'autre) qui a fréquenté un collège communautaire au Nouveau-Brunswick? Quel est le nom du collège communautaire? (S'IL Y EN A PLUSIEURS, INDIQUER LES TOUS)

_____ (57-58) ___ ___

NON 95

NSP/REF/SR 97

Q.18 Si vous pensez à l'avenir, quelles sont vos chances de suivre un programme quelconque d'éducation ou de formation au cours des cinq prochaines années?

TRES PROBABLE .....(59).....1

QUELQUE PEU PROBABLE 2

PAS TELLEMENT PROBABLE 3

PAS DU TOUT PROBABLE 4

NSP .....7 PASSER A

REF/SR 9 Q.19

Q.18A Pourquoi pensez-vous (UTILISER LA REPONSE A LA Q.18) que vous poursuiviez votre éducation ou formation au cours des cinq prochaines années? (POSER DES QUESTIONS)

_____

_____

_____ (60-61) ___ ___

NSP 97

REF/SR 98

PAS APPROPRIE 00

SI LA PERSONNE NE SE PROPOSE PAS DE POURSUIVRE SES ETUDES: Nous devons poser les questions suivantes à tout le monde, quelque soient leurs plans ...

Q.19 Si vous deviez poursuivre votre éducation ou formation, est-ce que ce serait plus probablement à temps plein ou à temps partiel?

A TEMPS PLEIN .....(64).....1

A TEMPS PARTIEL 2

AUTRES (PRECISER _____) 3

INCERTAIN 7

REF/SR 9

Q.20 En suivant des cours d'éducation ou de formation, est-ce que vous travaillerez en même temps à temps plein ou à temps partiel?

OUI, TEMPS PLEIN .....(65).....1

OUI, TEMPS PARTIEL 2

NON 3

NSP 7

REF/SR 9

Q.21 Si vous deviez poursuivre votre éducation ou formation, est-ce que vous préféreriez poursuivre des cours durant le jour ou en soirée?

DURANT LE JOUR .....(66).....1

EN SOIREE 2

NSP 7

REFUS/SR 8

Q.22 Préféreriez-vous suivre des cours sur une brève période ou des cours intensifs, ou est-ce que vous préféreriez plutôt la façon la plus habituelle, c'est-à-dire par semestre ou par année?

PERIODES PLUS COURTES .....(67).....1

SEMESTRE 2

NSP 7

REFUS/SR 8

Q.23 Si vous deviez poursuivre ou reprendre votre éducation ou formation au cours des cinq prochaines années, est-ce qu'il vous faudrait (REPETER LE POINT) ...

			OUI	NON	NSP	REF/SR
A.	des services de garderie (68)		1	2	7	9
B.	une aide financière (69)		1	2	7	9
C.	une aide pour déménager afin de suivre le programme ?	(70)	1	2	7	9

Q.24 Si vous décidiez de poursuivre votre éducation ou formation à un moment donné au cours des cinq prochaines années, est-ce que ce serait plus probablement en suivant des cours à l'école secondaire de votre région, en suivant un programme au collège communautaire, ou en fréquentant un collège privé ou une université?

COLLEGE COMMUNAUTAIRE .....(71)...1

UNIVERSITE 2

ECOLE SECONDAIRE 3

PROGRAMME PRIVE .....4 PASSER

NSP .....7 A

REF/SR 9 Q.25

Q.24A Quel collège communautaire ou quelle université auriez-vous le plus de chances de fréquenter?

_____(72-73) ___ ___

NSP 97

REF/SR 99

Q.24B Le collège communautaire ou l'université en question est-il assez près de chez vous pour vous permettre d'y voyager matin et soir, ou est-ce qu'il vous faudrait déménager? (SI LA PERSONNE PEUT VOYAGER, POSER LA QUESTION SUIVANTE: Vous êtes à combien de kilomètres de l'école?)

OUI - VOYAGER .....(74-75) ___ ___

NSP/REF 97

DEMENAGER 99

Q.25 Quelle est la principale chose qui vous pousserait à reprendre ou à poursuivre votre éducation ou formation à un moment donné au cours des cinq prochaines années?

_____

_____(76-77) ___ ___

NSP 97

REF 98

NO DE REP (1-4) ___ ___ ___ ___

Nous aimerions finir notre sondage en posant quelques questions seulement sur vous-mêmes et votre ménage. C'est que nous aimerions pouvoir comparer les attitudes de différents groupes de personnes.

Q.26 Tout d'abord, en quelle année êtes-vous né?

INSCRIRE LES CHIFFRES 19 .....(5-6). ___ ___

REF/SR 99

Q.27 Quelle est votre langue maternelle, c'est-à-dire la première langue que vous avez apprise et que vous comprenez encore?

ANGLAIS .....(7)....1

AUTRE 3

FRANCAIS 2 Q.27A

Q.27A (SI LA LANGUE MATERNELLE EST LE FRANCAIS) Si vous deviez vous inscrire à un cours ou à un programme de formation, préféreriez-vous suivre le cours en français ou en anglais?

FRANCAIS .....(8).....1

ANGLAIS 2

AUCUNE PREFERENCE 3

Q.28 A l'heure actuelle, est-ce que vous êtes employé, en chômage, invalide, à la retraite, étudiant à temps plein (SI C'EST UNE FEMME, maîtresse de maison) ou autre chose? SI LA PERSONNE A UN EMPLOI: Etes-vous employé à temps plein ou à temps partiel? Travaillez-vous pour votre propre compte? SI LA PERSONNE EST INVALIDE: Pensez-vous que votre invalidité est temporaire ou que vous resterez invalide pour une longue période?

EMPLOYE A TEMPS PLEIN .....(9-10)..11

EMPLOYE A TEMPS PARTIEL 12

TRAVAILLE A SON PROPRE COMPTE 13

CHOMEUR 21

INVALIDE - TEMPORAIRE 22

INVALIDE - A LONG TERME 23

A LA RETRAITE .....24 PASSER

ETUDIANT .....25 A

MAITRESSE DE MAISON 26 Q.29

AUTRES 31

NSP 97

REFUS/SR 99

Q.28A Quelle est votre occupation actuelle? Quel travail faites-vous quand vous êtes employé?

_____

_____(11-12) ___ ___

NSP/REF/SR 98

PAS APPROPRIE 00

Q.29 Vous avez en tout vécu combien d'années au Nouveau-Brunswick?

NOMBRE D'ANNEES .....(13-14) ___ ___

TOUTE MA VIE 95

NSP/REF/SR 98

Q.30 Si l'on passe maintenant au revenu total de votre ménage, c'est-à-dire vos revenus de toutes sources avant les impôts en 1988, est-ce que le revenu total de votre ménage en 1988 (REPETER LE POINT) ...

A. était supérieur à 20 000 $?

OUI .....(15-16) PASSER A B

NON.....11

B. était de 25 000 $ ou plus?

OUI .....PASSER A C

NON 13

C. était de 30 000 $ ou plus?

OUI .....PASSER A D

NON 14

D. était de 35 000 $ ou plus?

OUI .....PASSER A E

NON 15

E. était de 40 000 $ ou plus?

OUI 16

NON 17

NSP/REF 97

C'est tout ce que j'avais comme questions à poser ce soir. Je vous remercie beaucoup de votre aide.

INDIQUER LE SEXE DU RÉPONDANT FEMME .....(17)....1

HOMME 2

INDIQUER LE NOMBRE TOTAL D'ADULTES DANS LE FOYER .....(18) _____

INDIQUER LA DUREE DE L'ENTREVUE .....(19-20) ___ ___

INDIQUER EN PREMIERE PAGE LA LANGUE DE L'ENTREVUE

ASSUREZ-VOUS D'AVOIR OBTENU UNE REPONSE A TOUTES LES QUESTIONS - MERCI.

APPENDIX C

QUESTION 5A IF YOU WERE TO CONTINUE WITH YOUR EDUCATION OR TRAINING, WHAT MAKES YOU MORE LIKELY TO THINK ABOUT ATTENDING...

ATTEND A COMMUNITY COLLEGE

It's closer to home and is better financially because I won't have to move.

The extra education I would want would be some trade like carpentry, and that is offered at the community colleges.

It deals with the actual working place...there is more benefit for the everyday working person, i.e. computer courses and upgrading the skills required for a job you're already working at.

It would be easier for a woman my age to get into community college...university would be too difficult because I only completed grade 11.

Because the work I've done in the past is offered at the community college and it's close by

I've only heard good things about the upgrading at the community college - I haven't had much schooling so I'm basing my choice on what I've heard.

I like what they offer...I'm taking a human resources course.

They're more realistic..better equip you for a job in the "real world" than do other educational institutions such as a university. (6 mentions)

It's available...down the road. They offer versatile courses.

I would go to Chatham because I know the teachers, and the students who have gone there are very satisfied.

It depends on what skills you want to upgrade, for a trade you have to go to a community college.

It's closer and cheaper. (3 mentions)

Community colleges are more common; there are more of them around.

A person can study at night and continue to work. (2 mentions)

I would go there to get a trade.

I would go there to upgrade my knowledge of computers. (2 mentions)

I would go to take a mechanic's or carpentry course.

That's where the course I want is offered - laboratory technician.

With my work, evening is the only time available. The course applicable to my job would be in French.

If courses were more interest related - not all work and career oriented.

They train you for updating aspects of work...computers. They're also less expensive, closer to home.

I can do more in one year there than in other schools, where it would take 2-3 years for the same things.

If there was job placement after. They have good training and place you in a job after.

I would be interested if the courses were more related to jobs in my area.

ATTEND A UNIVERSITY

University looks better for getting a job, in terms of having a diploma; even if you don't have training in a job, some jobs want a degree. (6 mentions).

There is more instruction; they teach things in more detail.

Only the university offers a program in which I can continue my education. (4 mentions).

I feel that I would get what I wanted at the University (a law course).

Because they have courses in the area I wish to study - learning disabilities.

I've been to the university...and I've seen the programs at the community colleges and private colleges - the level of learning is higher at the university. (6 mentions)

It has what I need - a science program for my B.Sc in Nursing - which I need for advancement in my job. (5 mentions)

I am in school now and to go any further I would have to get a Master's Degree...so I would have to go to a university. (5 mentions)

The experience I've had in high school - college prep - a university is the next step for a career. (4 mentions).

The level of education is more challenging. (2 mentions)

I think it's because of the variety of different things available. (5 mentions)

They offer courses in the area in which I wish to be employed (business).

They offer a better quality education.

I would go there to advance in my present position.

The courses are more complete and you can get a degree.

I've gone before, and I find that you get what you put in.

An academic education interests me more, including such subjects as English, psychology, etc..

PRIVATE ACADEMIES

You would be able to learn more. There is more individual attention paid to you.

It's closer for travel although there would be more courses in Fredericton at the community college.

It's closer. (7 mentions)

Where you pay for the courses, you probably get better quality education.

The closest thing to on-the-job training. It's more like a business....learn a business....typing shorthand.

HIGH SCHOOLS

I would go there because of my age; I've been out of school a long time so I would want to refresh myself with courses in high school first.

To take upgrading (G.E.D.). (3 mentions)

Age wise: I'm too old to go to University. The university and young kids are too advanced for me. It's easier to get to the high school and the courses are easier.

I did not graduate from high school and I would have to do that first.

If it were cheaper and probably if there were more courses offered at night. For university or community college, it would cost too much and I wouldn't want to nor could I afford to quit my job.

QUESTION 12 Based on what you've seen, read, heard or talked about, what do you think is the major problem facing adults in New Brunswick who want to continue their education or training today?

LACK OF FUTURE EMPLOYMENT

The availability of jobs - when you finish your education, even a good one, you can't get a job (2 mentions).

There is no chance for advancement so why take a course or training.

There is a lack of jobs at the end of training. People who already have a job don't want to give it up. (2 mentions).

They are unable to find employment after graduation....It's the same with all schools and universities. People have to leave the province to find work. (2 mentions).

LACK OF FINANCIAL RESOURCES

They can't afford to (continue their education), and no-one likes to go into debt to do it, especially when they already have a job.

Money - they can't get financial support because they can't meet the requirements set down by (the Dept. of Manpower).

There is a lack of funding for school and for childcare, and there is a stigma attached to returning to school.

A lot of them just don't have the money and have no way to get it. (14 mentions)

There is not enough money to take courses - they should pay us to take courses.

There is a lack of income sufficient to support them.

There is not enough time or money for courses when you're supporting a family.

SUPPORT SERVICES - NON-FINANCIAL

We need support at home...daycare.

Resources are a problem - money, childcare, transportation.

They don't have the transportation to get to and from school.

The government doesn't care about educating people...they won't give us loans. They don't want to help us get smarter. (2 mentions)

ACCESSIBILITY

Accessibility - people have jobs and are established, they just don't want to get up and move to go to school.

Availability of the courses required.

There are not enough evening courses.

It's hard to find a way to get into the system.

The distance away from the colleges is too great. (9 mentions)

FAMILIY/HOME OBLIGATION

Family commitments if they have children....and the distance to go to the school is too far. (2 mentions)

Family obligations...children need a lot of time. (4 mentions)

Most are held back because of children at home...they can't pay for childcare and school. (8 mentions)

Many still have children at home, plus some women don't drive and have a fear of going back.

NO RELEASE TIME

Scheduling time to attend school and work at the same time.(3 mentions)

The main difficulty is getting a release from their regular job in order to pursue their education. (4 mentions)

It is very difficult to get a program through Canada Employment and if they can't get one - they can't afford to go.

Financial restrictions - a person can't work full time and go to school (2 responses).

LACK OF EDUCATIONAL EXPERIENCE

Illiteracy...some people want to take courses, but they can't read. (2 mentions)

Educational requirements - they don't have the proper background. (3 mentions)

They lack adequate educational background and the money to get it.

There is a lack of direction or guidance; they don't know what to do to upgrade their education.

The high school education they received isn't sufficient to get them into university...the diplomas don't equal the admission requirements of the university.

The French language gets in their way - in the schools.

PERSONAL ATTITUDES

There are a lot of resources not being used. People can take courses at university but once they reach the age of 30 they don't consider going back to school...they see it strictly for younger people.

Their age if they're older; younger people make them feel dumb.

People don't want to better themselves.

They are too lazy. The opportunities are there, but they just don't use them. (4 mentions)

Lack of interest is one reason for not continuing their education. (2 mentions).

They expect too much to be handed to them on a silver platter...you can always pump gas to get money to go.

There are no problems facing adults - they are free to go to school.

Q.16A REASONS FOR POSITIVE OR NEGATIVE EXPERIENCE WITH EDUCATIONAL SYSTEM.

There is a lack of educational people and too many politicians...there is no philosophy of education. There are not enough teachers involved in the decision-making process.

I am in nursing and courses outside of my faculty are fine like psychology, arts, but I don't feel that nursing courses give you enough training.

I went to a country school and in order to go to high school you had to pass these exams, and no-one would pass because the city high school was already too crowded.

The guidance counsellors were of no help when I was choosing my high school courses in junior high. They were not concerned about a student's individual interests. (2 mentions)

I had no problems at school. (2 mentions)

There was no overcrowding and no portable classrooms...there were fewer students to a room.

I did well in school, I liked it and I got a good job. (5 mentions)

The focus of elementary and high school is to control the students, with the teachers trying to cope with their class sizes; there is no freedom for the child to develop. In university the student has more freedom, the dynamics for learning are better.

It prepared me for work and future endeavors. (5 mentions)

There is a lack of finances for schools, lack of materials - there are not enough textbooks. (2 mentions)

I needed to leave school to work and help support my family. The school didn't do a thing about me leaving, trying to help or anything. (2 mentions)

Because I only have a Grade 5 education - no other reason.

The teachers didn't teach me because they didn't like my brother.

At that time it was positive; we had good courses, everything that was needed was offered and financially it wasn't a strain.

I've taken courses that weren't beneficial but the other ones were excellent. The education system has improved; the teachers are more competent and there is more subject-related material.

The educational system has achieved many goals, but they don't have the money to do everything and they need to upgrade a good many of their courses.

The high schools are good today and the community colleges are great; they teach a lot of different things, you have the opportunity to learn so much.

In high school the teachers had more interest in you, such as whether you attended class, whereas in university it is up to you what you learn.

I am a teacher in a isolated area and I would like to see more services offered to our children.

I haven't had any experience except through my kids, but I was very pleased. The (teachers) trained them for jobs in their final year to better prepare them mentally and physically for the real world.

I had no problems at school, although I didn't like the attitude of the teachers towards me.

They want to raise tuition fees and they are already high enough. there is a lack of government support for students.

I have heard a lot of students complain about the high school here but I had a good time in terms of education.

There is not much to learn...I learned the basics, but in the Maritimes we are 20 years behind everyone else. (5 mentions)

I enjoyed working with other people and learning; I am a part of the system, I am a teacher.

There are a few things that are not up to my expectations - there is not much in-depth (treatment) in undergraduate programs.

I don't think people get a general enough education. A person can finish university and still be illiterate and not have a general knowledge of human culture.

I should have been in an English school instead of a French school.

I enjoyed it, I learned a lot and I enjoyed learning new things. (5 mentions)

The primary and high schools are not at all satisfactory. There is a poor quality of teaching in rural areas, and when we moved to the city the children were behind the others.

I've been fortunate to find a job that had a future... I found a job after graduation and I have worked here for 25 years.

There is not enough preparation in high school for the work force and sometimes not even enough preparation to get into a community college.

I was getting bored for awhile...I wanted to get out and work so I found a job and quit school. (2 mentions)

The education was good...it was positive. (4 mentions)

I just had hard times I guess, there were family problems and I had to quit.

I found the professors at Mount Allison very patient and they were always available. The teaching was good and there was a good learning environment.

We did not have any shoes to wear to school.

The teaching methods were good. (2 mentions)

I never went that far in school. You didn't have to have a diploma to drive a truck.

My education prepared me for my job. I had highly qualified teachers. (4 mentions)

The school I went to was very small and little was offered. The school didn't offer clerical courses; they just taught the basics.

In the primary grades the instructors lacked education. We were poorly prepared for high school. The programs for second languages were about 20 years behind.

I enjoy learning.

I had three children graduate. They all finished and they all have jobs.

The schools teach a lot of stuff in high school you don't need to know. They don't prepare you for graduation. There is not enough choice in your program.

I have out-of-province degrees not accepted here. I have a learning problem (dyslexia) that wasn't found until I was in grade seven.

I found it hard because of broken English. It was hard to get used to and I only went home for holidays.

I learned everything - I learned more in 6 years than they do in 11 years now. (2 mentions)

The general attitude - there was no discipline.

Nothing is 100% - we live in a good province and things aren't bad.

So many people have an education now. It seems to be more focussed on trades than on higher education.

The courses available were not valuable to me.

I just dropped out. Back when I went, there were a lot of dropouts - not like now.

The type of school I went to and the education I got were ok.

The instructors were not up-to-date. They did not keep informed. I learned a lot while out working.

I tried to get into a computer course but they kept putting it off and finally said it wouldn't be offered.

I was quite involved in sports and I just plain enjoyed it.

I had good guidance from the teachers and professors; I chose the field I wanted and I graduated with what I wanted. (2 mentions)

I did attend UNBSJ 20 years ago and I didn't enjoy it because it didn't offer that much in the way of courses, so I went to Dalhousie; but I don't know what it's like now.

The exams were hard.

I wouldn't want to be a teenager again. The teachers did not prepare us for the exams.

The college went bankrupt so the course I was taking wasn't offered anymore, but the government took over and I finished it. The course was outdated.

There were no student loans in 1950 to continue in education so I wasn't able to continue because of money.

You didn't need as much education years ago to get a job.

I wish I had gone through school because an education is good for you; now you need grade 12 to get a good paying job.

I take courses every year on my own to advance my education, knowledge, and interest. (4 mentions)

So that I could complete my degree. (4 mentions)

A person needs a better background in technology nowadays to keep up with the work force or even to get a good job. (4 mentions)

To take computer and French courses. (3 mentions)

I own my own junk yard and I have too much work to do already. (2 mentions)

I have been in school every year since grade 1, I am very sick of school and studying, and I can't imagine ever going back. (3 mentions)

I get what training I need at work.

It costs too much money, it's too expensive. (3 mentions)

I've been retired for 3 years and I'm enjoying my time off. (3 mentions)

My health isn't very good and my age is getting up there...I'm getting ready to rest now. (23 mentions)

I'm satisfied with my job...I can retire in 7 years with company benefits. (6 mentions)

At my age - I know older people go but I just don't feel interested. (2 mentions)

There is no way I would continue; there is nothing I can learn in N.B. that I haven't learned before. (2 mentions)

I have 2 small children and looking after them is a full time job. (4 mentions)

I'm disabled and on a pension.

I have no intention of working.

There is nothing I want to do that I can't do. When you're a lumberman that's all you know.

I'm retired and have hobbies.

Q18A. WHY DO YOU THINK THAT YOU'D BE LIKELY/UNLIKELY TO CONTINUE YOUR EDUCATION OR TRAINING WITHIN THE NEXT 5 YEARS?

I want to go into Public Relations, so I need to continue my education.

I enjoy going to school.

For professional development. (10 mentions)

I've been out of the work force and I want to update my training because I'm going back to work.

I'm in the process of making a career change ...in the field of Human Services.

I will be going to university to get a Master's degree. (2 mentions)

I find it important in order to do things I want to do...I want to be involved in the school system at the teaching level and I have to have a degree.

It's important because you need education to get a good paying job and one that you enjoy. (3 mentions)

I intend to get an academic background for the trades I want to develop myself in.

I want to be an underwater welder, I'm interested in doing this.

I'd go if I needed more job skills to find a job in case I became a widow.

It's one of my own personal goals to return to school and get a 2nd degree in learning disabilities. (2 mentions)

I have nothing else to do. I don't have a job and I can't find one, and it's better than sitting around.

I've gone as far as I can with my degree; I need 3 more courses to move to the principal's level.

I want to broaden my employment opportunities.

I've been working for 18 years. If they offer early retirement, I'll quit and do volunteer work. there is no reason to up-grade. (5 mentions)

I'm now attending university to get a degree. (2 mentions).

I would like to have a better job and earn more money.

I'm going into the army to get a trade.

I need education to get a job around here.

I need French language training for job advancement.

I need updating. There is always something new developing in my job, especially with computers. (4 mentions)

I want to do social work.

I would take child development courses, so I can open a day care.

I need advanced knowledge in the educational field.

I like to keep abreast of things.

At my age I wouldn't be that bright. Things have changed in the educational system.

I would take self-development courses....more interest related courses at the university of Moncton.

I entered a program for women using heavy equipment and a course will be given on that soon.

I would go to UNB - electrical engineering.

I will be retiring soon and that's my retirement plan. I really enjoy learning.

If I was trying to find a job. You have to keep upgrading yourself for these new jobs (computer courses, French).

There are no courses that I'm aware of that would further the position I'm in.

I'd like to take social work - It's not a job I could jump into without training.

I plan to take a computer course.

I already have a job and I don't want to leave it. (2 mentions)

I'm not too smart and I don't like school.

If I returned to classes it would be for a laboratory technician's course, but it's not offered around here and I don't want to have to travel or relocate to take it.

18.B (IF LIKELY TO CONTINUE EDUCATION) WHAT WOULD YOU DO - WHAT WOULD YOU STUDY

UPGRADING

A little bit of everything to get my grade 12.

English and algebra only.

TRADES/OPERATING SPECIAL EQUIPMENT

Lab technician.

A trade...carpentry or plumbing

Bricklaying.

A course on heavy equipment operation for landscaping and septic tanks.

I'll take scuba diving first and then underwater welding.

I have too much work, but if I ever did it would probably be welding.

Artillery Course.

Industrial construction to get a trade and learn more to get papers. (2 mentions)

Clearance diving on offshore oil rigs and welding for repairing underwater or firefighter.

CRSP, a designated safety professional training course in safety engineering.

UNDERGRADUATE COURSES/ARTS

Arts...biology, history, sociology, psychology

Art history and math

Music

English courses, I should have read more.

English courses, I should have read more.

Business...I have a business degree now and I would concentrate further on accounting.

Public Relations

Management.

Marketing or French

Bookkeeping and accounting (2 mentions)

Business...learn how to make money in architectural engineering.

I would study learning disabilities, because they are closing the special schools down for mentally retarded children and they are being put in the regular schools. I want to take courses to learn to deal with them and their needs.

Teaching or more electrical work.

Education

I would study education...secondary education so I could teach high school.

Physical education

Adult education

Industrial education

Education...Business Education at the high school level

Family therapy

Human resources course

Psychology, guidance, and computers (2 mentions)

I'm taking psychology

I would study social work (2 mentions)

Computers (3 mentions)

French probably and human services

Upgrading in French and in computers (2 mentions)

French as a second language (2 mentions)

French as a second language and reclassify myself in carpentry

I would upgrade my secretarial skills such as typing, shorthand, and I would learn to work on the computers (4 mentions)

Nursing (2 mentions)

GRADUATE COURSES

M.B.A., a general business course with management courses and courses dealing with business

Master's degree by correspondence, possibly with a school in New Brunswick if available

DON'T NEED ANYTHING

I get what training I need at work

I have no reason to up-grade. I know all I need to know for my job.

I am self educated - I have enough to occupy myself. It's too late to get into the work force.

I do volunteer work.

Q.25 WHAT ONE THING MORE THAN ANY OTHER WOULD MAKE YOU THINK ABOUT CONTINUING OR UPGRADING YOUR EDUCATION OR TRAINING AT SOME POINT WITHIN THE NEXT 5 YEARS?

Financial problems at home (5 mentions)

Losing my present job (7 mentions)

I want to learn more French and take computer upgrading.

I can't think of anything unless a tragedy occurred so that I had to go...i.e. if my husband died and I had to take a course to get a better job. (3 mentions)

To upgrade my skills (11 mentions)

I would go if I could learn something useful instead of just philosophical stuff. Right now there are no courses available on the current methodology in my field of computer science.

I would do it if somebody was paying me to do it, instead of me paying them.

Well, I don't know, I've always made a good living. Well, if I took welding it would help me with my job.

If a stimulating course was offered tomorrow I would go.

Nothing. I've always wanted my high school diploma, but I've only got 3 years left to retire and there is no way I could do it now.

If I wanted to go back to work....rejoin the work force. (2 mentions)

If I want a better job with more money. (21 mentions)

Necessity. I'm retired now....if I had to go back to work and I needed more training to find a job, I would go back to school.

To find a job where I was working with nicer people than the ones I'm working with now.

To find a job. (5 mentions)

If grants were available to the working poor; income assistance is needed to supplement the income of those attending, to help those who don't earn more than minimum wage.

To learn a new trade...to get a better job, one that I could enjoy doing. (5 mentions)

I would want to better myself mentally. (5 mentions)

To get my grade 12. (2 mentions)

To complete my degree so that I could teach.

If I could find the time I would go, but my job puts a lot of time constraints and pressure on me, it's hard for me to find the time.

I would go back only if I required it to keep the job I already have. (2 mentions)

If I want to change careers.

If they offer credits for related work experience.

I always wanted an education but no one here helps us find a place and a way to go.

General education and upgrading - I'm not a good reader and can't speak in public and my arithmetic is poor. It would be for my own satisfaction. (2 mentions)

I would have a chance to do something I really like.... keeping up with new things for my job.

If I wanted to up-grade....it would just be to become more knowledgeable -just for something to do.

I see people needing help....I'd like to do social work. Personal interest (4 mentions)

I want to do something for children - open a day care center.

You have to upgrade yourself for today's jobs. (5 mentions)

You have to upgrade yourself for today's jobs. (5 mentions)

I don't have any intentions right now of continuing my education.

I would go if I decided to disband my business and go work for someone else.

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